# Behaviour Policy

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"Learning together, to be the best we can be"

# 1. Scope

1.1. This policy is applicable to all schools and settings within Nexus Multi Academy Trust (MAT) as the overarching policy for how behaviour management and the use of restrictive physical intervention is applied and administered on each site. However, all sites will have their own local policy statements and procedures, specific to their local context.

# 2. Purpose

2.1. This behaviour policy is of paramount importance to the effectiveness of behaviour management. It is a practical document which includes clear guidelines for staff on practice and procedures relating to any incidence of behaviour within school.

2.1.1. This policy is underpinned by the Human Rights Act 1998, the Equality Act 2010, the Children and Families Act 2014, the United Nations Convention on the Rights of the Child and the principles of dignity, necessity and proportionality. Any restriction of a pupil's liberty must have a clear lawful basis. Parental agreement, an education, health and care plan or a care plan does not, by itself, authorise a deprivation of liberty; specialist legal advice and the appropriate court or statutory authorisation must be obtained where a proposed arrangement may amount to a deprivation of liberty.

2.2. The Trust will ensure that all behaviour, suspension, permanent exclusion, off-site direction and Alternative Provision arrangements comply with the latest statutory guidance issued by the Department for Education:

2.2.1. Behaviour in schools. Advice for Headteachers and school staff (February 2024)
2.2.2. Suspension and permanent Exclusion Guidance (July 2026)
2.2.3. The Education and Inspections Act (2006) sections 89 and 93;
2.2.3.1.1. Searching, Screening and Confiscation: advice for schools (July 2022, updated July 2023);
2.2.3.1.2. Arranging Alternative Provision: a guide for local authorities and schools (February 2025);
2.2.4. Positive and proactive care: reducing the need for restrictive physical interventions (April 2014)
2.2.5. Behaviour and discipline in schools – Guidance for governing bodies (September 2015)

2.2.6. Equality Act (2010) part 6, chapter 1
2.2.7. Ensuring quality services
2.2.8. School teachers pay and conditions
2.2.9. Guidance on the use of restrictive physical interventions for pupils with severe behavioural difficulties
2.2.10. Restrictive interventions, including use of reasonable force, in Schools (2026)
2.2.11. Ofsted Positive Environments Where Children can Flourish (October 2021).

# 3. Terminology

3.1 For clarity, this guidance will use the following definitions (taken from the Government's Restrictive interventions, including use of reasonable force, in schools. Guidance for schools in England, April 2026):

3.1.1 **Restrictive intervention**: a means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. This guidance uses 'restrictive interventions' as the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.

3.1.2 **Reasonable force:** a term used in legislation which includes physical restrictive interventions. All members of school staff have the legal power to use reasonable force in limited circumstances. Reasonable means using no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

3.1.3 **Significant incident:** any incident where the use of force goes beyond appropriate physical contact between pupils and staff as described in 'Other physical contact with pupils' within this document. This includes when physical force is used to implement a non-physical restrictive intervention.

3.1.4 **Seclusion:** a non-disciplinary intervention involving keeping a pupil confined to a place away from others, and preventing them from leaving either by physical obstruction, blocking, or making them believe they will be punished if they try to leave.

3.1.5 **Restraint:** a term used in legislation referring to a non-disciplinary intervention which immobilises a pupil or limits their movement. This may or may not include direct physical contact. For example, holding a pupil's arms to their sides or removing a pupil's crutches would both be considered forms of restraint.

# 4. Functions of Behaviour

4.1. All staff should aim to understand the purpose of and reason for each individual's behaviour. When trying to understand this we must be aware of our own personal experiences and viewpoints and that these are not necessarily shared by the pupils we work with.

4.2. The function of a behaviour may be linked to a particular need, syndrome or disability and therefore we must ensure we do not discriminate against a child when addressing these. For some pupils the function may be very difficult to discover, often for pupils with autism spectrum condition (ASC) it may be linked to a lack of sensory integration. Any rewards or consequences should be linked to the individual's behaviour and level of understanding. What is a negative consequence for one pupil may be a reward for another, and this should be carefully considered.

4.3. The consequences for inappropriate behaviour should be outlined on the pupil's behaviour plan (see recording and reporting). It is important to recognise that positive consequences can also be reinforced.

# 5. Good Behaviour at School

5.1. All adults have a responsibility to implement whole school behaviour policy and to set a good example by modelling appropriate behaviours wherever they are in the school and whatever they are doing. Modelling ideal and expected behaviours will provide our learners with a positive model on which they can base their own actions.
Mental Health difficulties may underpin behaviour and should be considered as part of the assessment of need and planning of support

5.2. In conjunction with the Behaviour Leads Network, Nexus MAT has developed Guiding Principles which provide an over-arching ethos within all Nexus MAT settings, whereby:

5.2.1. academies use a restorative approach;
5.2.2. academies use a consistent level of response as part of an agreed whole school positive approach to how behaviour is managed;
5.2.3. academy staff model positive behaviour;
5.2.4. academies acknowledge that behaviour is a form of communication;
5.2.5. academies acknowledge that every day is a new day;
5.2.6. academies are a safe place to make mistakes;

5.2.7. We are teaching our students to become functioning members of adult society and understand that to change an individual's behaviour may require highly structured support and take time.

5.3. Good behaviour is established through regular attendance at school to enable learning through experience, and the fostering of supportive relationships. Good attendance will be expected for all children and will be actively sought as in order to establish good behaviour.

5.4. At Nexus MAT we aim to encourage good behaviour by:

5.4.1. Offering every child and their family support to ensure every child feels safe and cared for. Each class team will strive to build relationships with families as well as to liaise with professionals in achieving the best outcomes for each learner.
5.4.2. Demonstrating and encouraging kindness.
5.4.3. Modelling, explaining, forming and practising class rules alongside learners to offer them ownership of their rules.
5.4.4. Ensuring we deliver an "Emotionally Literate" curriculum where self-esteem and self-control are fostered in order to enable our learners to become more socially and educationally successful.
5.4.5. Addressing any incidents of bullying in a timely manner (to read in conjunction with a school's Anti Bullying Policy).
5.4.6. Talking with children about the decisions which affect them so they are aware of, and can take ownership of what will happen.
5.4.7. Adopting a child centred, personalised curriculum which includes a "Total Communication" approach and that encompasses all learning styles.
5.4.8. Recognising, acknowledging, reaffirming and celebrating when learners show expected behaviour in all areas of their school life.
5.4.9. Encouraging learners to be responsible and to take responsibility for all they do.
5.4.10. Celebrating our successes, no matter how small they may be and in a way which acknowledges and celebrates the significant successes of every child.
5.4.11. Rewarding good behaviour through the use of rewards which have been personalised so they are meaningful to each learner.
5.4.12. Holding assemblies / events where success can be shared and celebrated.
5.4.13. Ensuring any criticism is constructive, restorative and fair with the overall focus being one of "making a good choice" or "making the correct decision".

5.4.14. Making sure we are fair and consistent both in what we ask of and expect from our learners according to his or her individual needs.

5.4.15. Recognising opportunities for learners to improve their behaviour in a positive manner.

5.4.16. Planning and organising the school environment, classroom and curriculum so that learners are interested and involved in their work.

5.4.17. Ensuring transition times are well thought through, planned accordingly and communicated with learners in a sensitive and timely manner.

5.4.18. Communicating with parents in order to celebrate children's successes and help further improve their behaviour.

5.4.19. Engaging with the services offered by the full range of outside agencies to support families in encouraging positive behaviour and the setting of boundaries.

5.5. De-escalation is used to describe how we would reduce the level or intensity of a given behaviour and it accounts for a considerable part of behaviour management across Nexus MAT. Staff develop excellent working relationships with pupils and have in depth knowledge about their needs through collecting and sharing relevant information. Staff observe pupil's behaviour and aim to intervene early using tried and tested de-escalation techniques allowing staff to minimise risk for themselves and others around them.

5.6. De-escalation techniques are often very subtle and may even be missed by people who are unfamiliar with the pupil. When used, techniques are monitored for their effectiveness and this is recorded on pupil's pen picture or behaviour plan. For an example of de- escalation techniques used at Nexus MAT please see the de-escalation strategies section of the behaviour plan in Appendix 1.

# 6. Graduated Response

6.1. As part of supporting and promoting positive behaviour, a graduated response as to the level of support required on an individual basis. Schools will make reasonable adjustments for pupils with disabilities and SEND in accordance with the Equality Act 2010 and SEND Code of Practice. The support for children will be based on the following model:

6.1.1. Universal Provision – As part of Quality First Teaching for children who respond and can be managed through school systems, structures and rewards;

6.1.2. Targeted Support – Additional support with time limited impactful interventions such as 1:1 or small group provided by trained school staff;

6.1.3. Bespoke Support – Additional provision, including support from external agencies including AP or educated offsite.

# 7. Positive Handling

7.1. When de-escalation techniques have been unsuccessful or there is an emergency situation presented within a school to keep a child or children safe, then academies may choose to utilise positive handling techniques.

7.2. Within Team Teach, the term 'Positive Handling' is used to describe a 'broad spectrum of risk reduction strategies including use of safe spaces, safe environments, comfortable environments, diversions, calm stance and posture, non-threatening facial expressions, low tone, volume and pace in communication, careful, use of words, physical reassurance and prompts, effective guides and escorts, releases and holds with minimum drama and effort'.

7.3. The majority of Nexus MAT academies utilise Team Teach principles and practice regarding positive handling when necessary. Alternatives are used when children's medical needs or local policy dictates and Coping with Risky Behaviours (CRB) and Maybo are also in use in some settings.

7.4. Section 93 of the Education and Inspections Act 2006 allows teachers and other members of staff authorised by the Headteacher, may use such force as is reasonable in the circumstances for the purpose of preventing a pupil from doing (or continuing to do) any of the following, namely:

7.4.1. committing any offence;
7.4.2. causing personal injury to, or damage to the property of, any person (including the pupil himself); or
7.4.3. prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

# 8. Restrictive Physical Intervention (RPI)

8.1. Although every effort is made to observe and intervene early to keep incidents as low key as possible, occasionally some pupils need more intense intervention in the form of restrictive physical intervention (RPI). RPI refers to the positive application of force with the intention of protecting the pupil from harming themselves, others or seriously damaging property.

8.2. When using RPI staff must always consider:

8.2.1. Which approach is in the **best interests of the pupil** (taking into account medical needs, physical disabilities and sensory impairments)?
8.2.2. What is a **reasonable** amount of force?
8.2.3. What intervention is **proportionate** to the circumstance?
8.2.4. Which intervention is **necessary**?

In all circumstances, restrictive interventions must preserve the dignity, welfare and safety of the pupil. Staff must use the least restrictive intervention necessary, for the shortest possible time, and only when de-escalation strategies have been unsuccessful or where immediate action is required to prevent harm. The welfare of the pupil must remain central to all decision making before, during and after any intervention.

8.3. Nexus MAT requires staff to be aware and mindful of elevated risks for the following interventions:

8.3.1. Positional Asphyxia,
8.3.2. Pressure to the neck
8.3.3. Supine holds (lying on back)
8.3.4. Seated holds
8.3.5. Standing holds
8.3.6. Extreme Exertion
8.3.7. Prone holds (lying on front) – this type of hold is flagged for consideration within Team Teach but is not considered an acceptable hold in Maybo, is not included in training and so will not be used by settings using this approach.
8.3.8. Staff must not use any intervention that deliberately restricts or impairs a pupil's airway, breathing or circulation, or which involves pressure to the neck, throat, chest, lungs, abdomen, mouth or nose. Any intervention that may compromise a pupil's physical wellbeing is prohibited and must not form part of any approved behaviour support plan.

8.4. **ALL** staff must monitor pupils closely during any RPI and look out for signs of distress. If pupils experience any distress staff must immediately modify the supportive hold or release the pupil. This must then be clearly recorded on the CPOMS database and reported to senior leaders to ensure itis avoided in the future wherever possible.

# 9. Removal from Classrooms

9.1. Staff must understand the distinction between disciplinary removal from a classroom, a brief conversation outside the classroom, and use of a separation space for a non-disciplinary purpose. Any removal must be used in accordance with the Department for Education's current Behaviour in Schools guidance, the school's local procedures and the duties to make reasonable adjustments for pupils with disabilities and SEND.

9.2. 'Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. The use of removal should allow for continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but should still be meaningful for the pupil.'

9.3. 'Removal should be distinguished from the use of separation spaces (sometimes known as sensory or nurture rooms) for non-disciplinary reasons. For instance, where a pupil is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response.'

9.4. Removal should only be used for the following reasons:

9.4.1. to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
9.4.2. to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
9.4.3. to allow the pupil to regain calm in a safe space.

9.5. The removal from the classroom should be considered a serious sanction; therefore parents/carers/social workers should be informed on the same day. As with all disciplinary measures, schools must consider whether the sanction is proportionate and consider whether there are any special considerations

relevant to its imposition. Any such instances should be recorded on the CPOMS database.

9.6. Headteachers are required to:

9.6.1. make clear in the school behaviour policy that removal may be used as a response to serious misbehaviour;
9.6.2. maintain overall strategic oversight of the school's arrangements for any removals, as set out in the school's behaviour policy;
9.6.3. make sure the reasons that may lead to pupils being removed are transparent and known to all staff and pupils;
9.6.4. outline in the behaviour policy the principles governing the length of time that it is appropriate for a pupil to be in removal;
9.6.5. ensure that the removal location is in an appropriate area of the school and stocked with appropriate resources, is a suitable place to learn and refocus, and is supervised by trained members of staff; and
9.6.6. design a clear process for the reintegration of any pupil in removal into the classroom when appropriate and safe to do so.
9.6.7. make data-based decisions to consider whether frequently removed pupils may benefit from additional and alternative approaches or whether specific teachers may require more support.
9.6.8. Facilitate reflection by the student on their behaviour that led to the removal from the classroom as to what they can do to improve and avoid such behaviour in the future.

9.7. Schools are required to collect, monitor and analyse removal data internally in order to review its effectiveness as a strategy for supporting student's behaviour. They should make decisions as to whether frequently removed students would benefit from additional support/intervention.

# 10. Use of Secure Spaces

10.1. Pupils must not be locked in a room or prevented from leaving except where, in an unforeseen emergency, this is strictly necessary and proportionate to prevent immediate harm and is ended as soon as the risk has reduced. Routine or planned arrangements that may amount to a deprivation of liberty must not be implemented without a clear lawful basis, appropriate authorisation and specialist legal advice. The adult Deprivation of Liberty Safeguards framework must not be relied upon as authority for arrangements concerning a child.

10.2. Classroom entrance and exit doors are not to be locked with a key or fob that can only be unlocked by an adult.

10.3. Schools may have two handles on entrance and exit doors to classrooms – one at standard (waist) height, and another towards the top of the door. These doors are not locked, but have an enhanced system which provides a safe means of ensuring pupils are suitably safeguarded from leaving the classroom area of their own volition. This measure must be reflected in the class risk assessment and parents/carers informed.

10.4. It is acceptable, as part of our site health, safety and safeguarding measures, to have secure buildings or areas of the school building e.g. departments, entrance ways etc, which pupils can move freely within.

10.4.1. A pupil must not be placed in a room that is secured and can be opened only by an adult as a routine or planned behaviour-management measure. If an emergency requires a pupil to be prevented temporarily from leaving a space to avert immediate harm, the pupil must be continuously supervised, the least restrictive option must be used for the shortest possible time, and the restriction must end as soon as the immediate risk reduces. The incident must be recorded and reported to parents or carers as soon as reasonably practicable, normally on the same day, and reviewed promptly by a senior leader. Any repeated or foreseeable use must trigger an urgent multi-agency review, consideration of reasonable adjustments and specialist legal advice; parental consent, an EHCP or a care plan is not sufficient legal authority on its own.

# 11. Seclusion

11.1. There may be exceptional situations in which it is necessary to physically prevent a pupil from leaving a room in order to protect the safety of the individual pupils and/or pupils, staff and visitors from immediate risk, but this would be a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation and not a disciplinary sanction.

11.2. Seclusion should not be implemented by staff through threat of punishment.

11.2.1. Seclusion must only ever be used as a non-disciplinary safety measure where it is necessary to prevent immediate harm to the pupil or

others. Seclusion must never be used as a punishment, consequence, sanction, withdrawal of privilege or behaviour management strategy.

11.3. The place to which the pupil is confined should be safe and not feel threatening or intimidating to the pupil.

11.4. The pupil should be supervised at all times during the period of seclusion. As soon as the immediate risk of harm has reduced, the pupil should be allowed to leave.

11.5. An incident involving the use of seclusion must be recorded and reported in accordance with the procedures outlined in the section on 'Recording and reporting duties'.

11.6. All incidents involving seclusion will be recorded on CPOMS and reported to parents/carers as soon as reasonably practicable, normally on the same day. Senior leaders will monitor incidents involving seclusion to ensure that usage is lawful, proportionate, necessary and consistent with the principles outlined within this policy.

# 12. De-briefing Post Incident

12.1. Where appropriate pupils are given the opportunity to think about an incident afterwards. This is done on an individual basis which is linked to the pupil's level of understanding and these ideas are included in pupil's behaviour plan. De-briefing aims to help pupils understand what has happened and why, learn better ways to act in given situations and rebuild relationships with those involved. It focuses on how the pupil feels and what their unmet need was or what they were trying to communicate. An example of de-briefing sheets can be seen in Appendix 1.

12.2. In addition to this it is also important for staff to have the opportunity to debrief following an incident. This is usually done informally during a class meeting at the end of the day. Staff also have the option to meet with and discuss an incident or behaviour with the senior management team (SMT) or behaviour team if they choose to do so.

12.3. All behaviour plans are reviewed and evaluated on a regular basis. They are updated at a minimum twice a year but best practice is for them to be updated if there is a change in behaviour or if the severity or frequency of a behaviour increases. It is always considered whether the change in

behaviour is due to a physical pain and any clues the pupils can tell us will be noted down to share with parents/carers.

12.4. After a suitable period of time if a behaviour plan is having minimal impact staff may seek further guidance through liaison with colleagues, the senior management team or the behaviour team to further discuss issues and share ideas to improve the situation. If pupils continue to display inappropriate behaviours it may be necessary to seek further guidance from outside professionals who we can work alongside such as local Social Emotional and Mental Health (SEMH) teams, Educational Psychology, Child and Adolescent Mental Health Service (CAMHS), Team Teach. An example of how this is applied across Nexus MAT is included in Appendix 1.

# 13. Recording and reporting

13.1. Any incidents that require the use of RPI must be recorded on the CPOMS system.

13.1.1. In accordance with statutory guidance, all significant incidents involving the use of force will be recorded as soon as reasonably practicable and, wherever possible, on the same day as the incident. Records should include the antecedents, de-escalation strategies attempted, reason for intervention, nature and duration of the intervention, those involved, any injuries sustained and any follow-up actions required.

13.2. Individual schools within the Nexus MAT may use their own individualised incident recording systems alongside CPOMS.

13.3. In addition to recording RPI staff are requested to use CPOMS to its full potential by tracking both serious and minor incidents. The database is able to interrogate data to identify patterns and the results can be presented in a variety of ways. This information is used to proactively inform behaviour plans (Appendix 2) and monitor the effectiveness of changes made.

13.4. It is the responsibility of the staff involved in an incident to record it on the CPOMS database as this person has the most knowledge of the circumstances of the incident and why it has occurred. It is best practice for staff to input any serious incidents as a team to ensure all information is included and correct.

13.5. Parents/ carers and, where applicable, social workers and placing authorities, will be informed as soon as reasonably practicable following any

significant incident involving the use of force or seclusion. Schools will maintain appropriate records of these communications.

# 14. Use of CPOMS data

14.1. The CPOMS database is monitored both daily and weekly by a member of the SMT who is looking out for any arising issues or serious incidents. At the end of each half term all of the data that has been logged across the school is collated and analysed for patterns and trends as well as reflection of how the behaviour policy is being applied consistently throughout the school.

14.2. Behaviour, removal, seclusion and restrictive intervention data will be reviewed regularly by senior leaders and reported through appropriate governance arrangements. Analysis will identify patterns relating to individuals, groups, protected characteristics, locations, times of day and types of incidents to ensure appropriate support and preventative measures are implemented.

# 15. Behaviour Plans

15.1. Children or young people who are identified as likely to require the use of the positive application of force to control or restrain, as part of their behaviour management, will require a 'Positive Emotional and Behavioural Support Plan which will be additional to their Individual Learning Plan. This is drawn up by the class team, the positive handling coordinator (Team Teach/CRB/Maybo) responsible in response to the risk posed by the child or young person's behaviour and it is shared with all staff, parents or carers, other agencies involved and the child or young person if appropriate.

# 16. Alternative Provision

Alternative Provision providers will supply attendance information daily. Unexplained absence will be followed up immediately in accordance with school attendance procedures.

16.1.1. Where a pupil accesses Alternative Provision, the commissioning school retains responsibility for safeguarding, attendance, educational progress, welfare and the suitability of the placement. The pupil must remain on the school's admission register unless there is a separate lawful basis for removal.

16.1.2. Before commissioning a placement, the school will assess whether the provision is suitable for the pupil's age, ability, aptitude, SEND, health and safeguarding needs; confirm whether the provider is registered where registration is required; complete and record proportionate due diligence; and ensure that any use of unregistered provision is lawful, safe and appropriate.

16.2. The school will obtain written confirmation that all required safeguarding checks have been completed by the provider and will maintain oversight of all sites where pupils access education or support.

16.2.1. The pupil and their parents or carers will be involved in planning the placement. The school, provider and relevant professionals will agree in writing the purpose, curriculum, timetable, attendance and safeguarding arrangements, information-sharing expectations, intended outcomes, review frequency, named contacts, duration and reintegration plan before the placement starts. Placements will be reviewed at least half-termly, or more frequently where risk or need requires.

16.3. The school will regularly monitor attendance, behaviour, safeguarding, wellbeing and educational progress within Alternative Provision and will review the continued suitability of placements.

16.4. Where Alternative Provision forms part of a reintegration or intervention package, a planned review process will be established with a clear expectation of reintegration into the most appropriate educational provision wherever possible.

16.5. Reintegration planning will begin at the commencement of placement wherever appropriate. Review meetings will regularly evaluate progress, attendance, behaviour, safeguarding and readiness for reintegration.

16.6. The Designated Safeguarding Lead will maintain oversight of safeguarding arrangements for pupils attending Alternative Provision, including information sharing, safeguarding concerns and welfare monitoring.

# 17. Informing parents/carers

17.1. At Nexus MAT we feel that sharing information between school and home is imperative to help decode and understand what a pupil may be feeling or trying to communicate. Sharing systems that work and the pupil is

able to use enables the transfer of information and skills across both settings and in keeping with this staff aim to share all updates with parents/carers

17.2. Following a serious incident or any incident where RPI or Seclusion has been involved, staff will inform parents/carers/social workers via the phone or home/school link book on the same day.

17.3. Through frequent and open engagement with parents/carers/social workers, they should be actively involved in the development of behaviour plans as well as any review

# 18. Informing Other Agencies

18.1. Occasionally it may be required for school to update other agencies involved with pupils. CPOMS data may be used to inform medical or multi-disciplinary meetings and where possible this should be communicated with parents, carers and social workers beforehand. In line with the legal requirements set out by the Data Protection Act (2018) any personal information will be used correctly and safely.

# 19. Injuries to Pupils / Staff

19.1. If a pupil or member of staff is injured during an incident, the incident must be recorded on CPOMS and may be reportable under RIDDOR. The Trust appointed Competent Person should be asked to advise on this.

19.2. If a child or young person is injured during an incident the school staff should seek medical advice from a first aider as soon as the child/young person are calm enough to receive it. Parents/carers/social worker should be informed via a letter from the First Aider, by phone or by home school link book.

19.3. If a member of staff is injured during an incident they should leave the incident as soon as it is safe to do so and receive medical advice from the First Aider.

19.4. All staff should refer and adhere to the Health and Safety Policy for further guidance in this area.

# 20. Searching and the retention of confiscated items

20.1.1. Searches will be undertaken only by the Headteacher or a member of staff authorised by the Headteacher and in accordance with current Department for Education Searching, Screening and Confiscation guidance. Before a search, the authorised member of staff must consider the pupil's age and needs, any safeguarding concerns, the reason for the search and whether the search is proportionate. A search should normally be conducted by a member of staff of the same sex as the pupil and in the presence of another member of staff, subject only to the limited urgent exception in the statutory guidance where there is a risk of serious harm if the search is not carried out immediately.

20.1.2. The school will keep a record of all searches for prohibited items and any search conducted by the police, including the reason, time and location, who conducted and witnessed it, what was found and any follow-up action. Parents or carers will be informed of a search for a prohibited item and its outcome as soon as practicable. Any safeguarding concern arising before, during or after a search will be referred immediately to the Designated Safeguarding Lead.

20.1.3. Only the police may conduct a strip search. School staff must not conduct or assist with a strip search. If police consider a strip search necessary, the school will ensure that the statutory safeguards, parental notification requirements, safeguarding oversight and aftercare set out in current Department for Education guidance are followed. Searches of electronic devices and the examination, deletion or retention of data will be handled strictly in accordance with that guidance and the school's safeguarding procedures.

# 21. Confiscation, retention and disposal of prohibited items

21.1. Staff members carrying out a search will be permitted to seize any item they have reasonable grounds for suspecting is a prohibited item or is evidence in relation to an offence.

21.2. When a staff member conducting a search finds:

21.2.1. **Alcohol**, they will retain or dispose of the item as they see appropriate; the alcohol will not be returned to the student or their parent/carer;

21.2.1.1.1. **Controlled drugs**, they will deliver them to the police as soon as possible. Disposal by the school will occur only where the authorised member of staff is satisfied that there is a good reason, the decision is recorded, and disposal is safe and consistent with current Department for Education guidance;

21.2.2. **Other substances** which are not believed to be controlled drugs, they will confiscate them if they believe them to be detrimental to behaviour, discipline and safety;

21.2.3. **Stolen items**, they will deliver these to the police as soon as possible or return them to the owner if they think there is a good reason to do so;

21.2.4. **Tobacco cigarette papers or vapes**, they will retain or dispose of them; they will not be returned to the student or their parent/carer;

21.2.5. **Fireworks**, they will be retained or disposed of, but not returned to the student or their parent/carer;

21.2.6. **Pornographic or sexualised imagery**, they will dispose of the image(s) unless there are reasonable grounds to suspect that its possession constitutes a specified offence, i.e. the image is extreme or is a child sexual abuse image; in these cases, the staff member will deliver the image to the police as soon as possible;

21.2.7. **An item that has been, or is likely to be, used to commit an offence or to cause personal injury or damage to property**, they will deliver the item to the police, return the item to the owner, or retain or dispose of the item;

21.2.8. **Weapons** or items which are evidence of an offence, they will pass the item to the police as soon as possible. See section 19 for further information on weapons in school.

# 22. Weapons in School

22.1. As young people develop into maturity they naturally experiment with their behaviour and test boundaries. The younger they are, the less capacity they will have for restraining themselves, resisting temptation or resisting peer pressure. None of these excuse poor or criminal behaviour. It actually increases the need to intervene as early as possible, to show that actions have consequences, and that harm is being caused.

22.2. Possession of a weapon is a criminal offence. The law provides the police and schools with specific powers to deal with incidents involving weapons.

22.3. The definition of an Offensive Weapon is:

22.3.1. Any article made or adapted for use for causing injury to the person, or intended by the person having it with them for such use by them, or by some other person. This includes Tasers.

22.3.2. Imitation firearms, air weapons, BB guns and similar items must not be assumed to be toys or lawful. They may present a serious safety risk and may be prohibited or regulated depending on their characteristics and the circumstances. Staff should not handle an item unnecessarily; it should be secured where safe to do so, the Headteacher and Designated Safeguarding Lead informed, and police advice sought. The item may be seized under the school's statutory powers and must be passed to the police where it is suspected to be a weapon, evidence of an offence or otherwise unlawful.

22.4. Headteachers and/or authorised staff may use reasonable force when conducting a search for knives or weapons that they reasonably suspect to be brought onto the school premises or are likely to be used to commit an offence or cause harm.

# 23. Weapon Incident Reporting

23.1. Where an immediate police response to an incident at the school is required, school will dial 999. For example: a student has been detained in possession of a knife on school premises and poses, or is likely to pose, a risk of:

23.1.1. Danger to life;
23.1.2. Use or immediate threat of use, of violence;
23.1.3. Serious injury to a person;
23.1.4. Serious damage to property.

23.2. When there isn't such an immediate risk, schools will report incidents to the police non-emergency number by dialling 101. For example, a student has been searched and found to be in possession of a knife which has been seized, and the student does not pose any further risk as detailed above.

23.3. Due to the serious nature of weapons possession and potential consequences, contact will be prompt in order that future risk is managed and behaviour confronted. When reporting incidents of weapons possession to 101, schools should always request and record the incident log reference number. This will facilitate further contact in relation to the incident.

23.4. Schools are asked to retain the weapon in a safe place until police attend and seize the weapon for evidential purposes. Once it is established that a weapon is unlawful, a crime record will be created and a proportionate investigation will ensue.

# 24. Suspension and Permanent Exclusion

24.1. Only the Headteacher may suspend or permanently exclude a pupil. The decision must be lawful, reasonable, fair and proportionate and made in accordance with the Department for Education's July 2026 statutory guidance. Permanent exclusion may be used only in response to a serious breach or persistent breaches of the behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others.

24.2. Prior to any suspension or permanent exclusion, schools should consider whether additional support, early help, reasonable adjustments, pastoral intervention, SEND assessment or alternative strategies could appropriately address the behaviour.

24.3. The Headteacher must comply with all notification duties, including notifying parents or carers, the governing board, the local authority and, where applicable, the pupil's social worker and Virtual School Head without delay. The school will arrange and support education during a suspension as required, plan reintegration, keep a full written record of the decision and ensure that governance review rights and timescales are communicated accurately.

24.4. A managed move is a permanent transfer and must be voluntary, in the pupil's best interests and agreed by all parties, including the parents or carers and the receiving school. It must not be used as a trial, as a condition for avoiding exclusion, or as a reason to exclude where agreement is withheld. Where a temporary placement is required to improve behaviour, the school will use the statutory off-site direction process, provide written notice, keep the placement under regular review and involve parents or

carers and the pupil. **Managed moves are not applicable for a child with an EHCP.**

24.5. Informal or unofficial exclusions, unlawful off-rolling and use of a part-time timetable as a disciplinary measure are prohibited. Any temporary safeguarding separation from the school site must be exceptional, led by the Designated Safeguarding Lead, necessary to separate pupils where no practical on-site arrangement is available, and must follow the July 2026 statutory guidance on notification, education, review and reintegration. Further procedural detail is set out in the Trust's Suspension and Permanent Exclusion Policy.

# 25. Safeguarding, Complaints and Whistleblowing

25.1. As outlined in our Child Protection and Safeguarding Policy we strive to 'create an environment and an ethos whereby all staff and volunteers feel able to raise concerns'. The Trust encourages staff that are concerned about the wellbeing of a pupil or feel that an incident has not been addressed within the best interests of the pupil to consult the Safeguarding, Complaints and Confidential Reporting (Whistleblowing) Policies for further guidance.

25.2. Incidents of sexual harassment, sexual violence, harmful sexual behaviour, online abuse and child-on-child abuse will always be treated as safeguarding concerns and managed in line with the Child Protection and Safeguarding Policy

25.3. Behaviour management, restrictive interventions, removal from classrooms, suspension, Alternative Provision and safeguarding are intrinsically linked. All staff must consider whether behaviour may be an indicator that a pupil requires additional safeguarding support, mental health intervention, SEND assessment or early help services and act in accordance with the Trust's Child Protection and Safeguarding Policy.

25.4. Particular consideration will be given to vulnerable pupils, including those with SEND, social workers, looked after children, previously looked after children, pupils with mental health needs and those at risk of exploitation, abuse or neglect. Behavioural incidents involving these pupils should be considered within the wider safeguarding context.

25.5. Staff should recognise that changes in behaviour, presentation, attendance, emotional regulation or engagement may be indicators of abuse, neglect, exploitation, mental health difficulties, peer-on-peer abuse or unmet SEND needs. Concerns must be reported immediately in accordance with the Child Protection and Safeguarding Policy.

# 26. Further Support

26.1. If RPI has been used on one occasion the child's parents/carers or social worker must be informed on the same day (i.e. a phone call home from the Class Teacher or Teaching Assistant). Discussions between the behaviour lead, positive handling tutor and class teacher must also take place. Here an agreement will be made and recorded to detail the most appropriate RPI to be used should the situation arise again. This must be built into the child's individual plan.

26.2. At this point the class/school team will:

26.2.1. Undertake ongoing observations

26.2.2. Attend meetings where they will engage with others (i.e. the behaviour lead and the positive handling tutor) to look at developing a structured approach to support.

26.2.3. Implement this whilst continuing to observe and record using a 'Record of Behaviours'. which will be monitored for a further half term at which point staff will work alongside the behaviour lead to evaluate the success of the support.

26.3. If the team conclude this is working it should be continued but evaluated regularly.

26.4. If the team conclude the plan is not working, then a meeting with the school leadership team should be arranged. This will enable the team to discuss and determine the next steps including any referral to outside agencies

26.5. At Nexus MAT we acknowledge and value the support offered to us by outside agencies (e.g. the Educational Psychology Service). Where learners have not benefited from a modified approach to the behaviour system the class team will contact the school's school leadership team and a referral will be made to the relevant outside agency/agencies. The school will then work alongside such agencies to support learners.

## Appendix A – Nexus MAT Incident Report

| Seen by head: | Date seen by head: | Log number: |
|---|---|---|

***Section A***

| Name of child: | | Year group: | |
|---|---|---|---|
| Date of incident: | Time: | | Location: |
| Name of staff involved: | | Names of witnesses: | |
| Reason for intervention | | | |
| Danger to self | | Danger to others | |
| Severe damage to property | | Committing an offence | |
| Describe lead up to incident: | | | |
| De-escalation techniques used & effectiveness rating (1=Not Effective 10=Very Effective) | | | |
| Verbal advice & Support | | C.A.L.M talking | |
| Distraction | | Options offered | |
| Time out offered | | Planned ignoring | |
| Time out directed | | Success reminded | |
| Transfer adult | | Contingent touch | |
| Choices | | Listening | |
| Reassurance | | Social Space (CALM Body language) | |
| Appropriate behaviour | | Negotiation | |
| Praise Points | | Take up time | |
| Other | | Please specify: | |
| | | | |
| Details of incident: | | | |

Section B (To be completed if Physical controls were used)

| Positive handling strategies used & effectiveness rating (1=Not Effective 10=Very Effective) | | | | | |
|---|---|---|---|---|---|
| Caring C Guide | | Friendly Escort | | Single Elbow | |
| Figure of four | | Double Elbow | | Single Elbow in seats | |
| Single Elbow in seats | | Wrap | | Wrap on floor | |
| Seated Wrap | | Half Shield | | Other | |
| Breathing Monitored | | | Number of staff involved | | |
| Duration of physical intervention | | | | | |

***Section C*** *Medical intervention (Please mark every box* ***YES*** *or* ***NO****)*

| | | |
|---|---|---|
| Injury suffered by child | | Please specify: |
| Treatment required | | Please specify: |
| Injury suffered by staff | | Please specify: |
| Treatment required | | Please specify: |
| Injury suffered by others | | Please specify: |
| Treatment required | | Please specify: |

***Section D*** *Follow up*

| |
|---|
| What happened from the child's point of view? |
| How did the child feel? |
| What will the child do differently next time they feel that way? |
| Review of pupil's Risk Assessment / Care and Support Plan as a result of this incident: |

| Witness signatures | | | | |
|---|---|---|---|---|
| Signed: | | Date: | Independent advisor: | |

Appendix 2 – My Plan

Name: Date of Plan: Review Date of Plan:

What does my behaviour look like?

| Stage 1 Anxiety Behaviours | Stage 2 Defensive Behaviours | Stage 3 Crisis Behaviours |
|---|---|---|
| My Behaviour:<br><br>What I can do to help myself?<br><br>What you can do to help? | My Behaviour:<br><br>What I can do to help myself?<br><br>What you can do to help? | My Behaviour:<br><br>What I can do to help?<br><br>What you can do to help? |
| **Stage 4 Depression** | **Stage 5 Recovery** | **Stage 6 Follow up** |
| My Behaviour:<br><br>What I can do to help?<br><br>What you can do to help? | My Behaviour:<br><br>What I can do to help?<br><br>What you can do to help? | My Behaviour:<br><br>What I can do to help?<br><br>What you can do to help? |

What are my triggers?

| |
|---|
| |

What are my rewards?

| |
|---|
| |

**De-escalation approaches**

| | Try | Avoid | Notes |
|---|---|---|---|
| Verbal advice and support | ❑ | ❑ | |
| Giving space | ❑ | ❑ | |
| Reassurance | ❑ | ❑ | |
| Help scripts | ❑ | ❑ | |
| Negotiation | ❑ | ❑ | |
| Limited Choices | ❑ | ❑ | |
| Humour | ❑ | ❑ | |
| Logical Consequences | ❑ | ❑ | |
| Tactical ignoring | ❑ | ❑ | |
| Take up time | ❑ | ❑ | |
| Time-out | ❑ | ❑ | |
| Supportive touch | ❑ | ❑ | |
| Transfer adult | ❑ | ❑ | |
| Success reminded | ❑ | ❑ | |
| Simple listening | ❑ | ❑ | |
| Acknowledgement | ❑ | ❑ | |
| Apologising | ❑ | ❑ | |
| Agreeing | ❑ | ❑ | |
| Removing audience | ❑ | ❑ | |
| Others | ❑ | ❑ | |

**Preferred method Physical intervention?**

| **Intermediate** | Try | Avoid | Notes |
|---|---|---|---|
| Caring C Guide | ❑ | ❑ | |
| Friendly escort | ❑ | ❑ | |
| Single elbow | ❑ | ❑ | |
| Figure of four | ❑ | ❑ | |
| Double elbow | ❑ | ❑ | |
| Single elbow in seats | ❑ | ❑ | |
| Cradle | ❑ | ❑ | |
| Shield | ❑ | ❑ | |
| Sitting Cradle Shield | ❑ | ❑ | |
| Front Ground Recovery | ❑ | ❑ | |

**Are there any factors to consider when debriefing? E.g. Communication aids, staff etc.**

| | |
|---|---|
| **LISTEN**<br>**LINK**<br>**LEARN** | |

| | |
|---|---|
| Young Person | Name: |
| Parents/Carers/social worker: | Name: |
| Teacher | Name: |
| Social services (if applicable) | Name: |
| Educational Psychologist | Name: |
| Case Worker | Name: |

| Universal Provision – Social, Emotional and Mental Health Needs |
|---|
| **Curriculum and Teaching Support** |
| A key adult identified to build a positive relationship and provide daily contact / check-in and weekly mentoring. |
| At least weekly sessions focusing on identified SEMH needs e.g. emotions, social skills, self- confidence within the social skills and nurture breakfast. |
| A differentiated curriculum and supporting materials to increase engagement and build success, at times with lower academic demand. |
| Adults routinely used to support flexible groupings. Adult support with recognising emotions behind the behaviours, use trauma and attachment scrips. |
| Visual supports to help name and identify emotions. Adult support to problem solves and repair difficulties. Preparation for any change and the need for clear routines. |
| Meaningful reward systems involving regular monitoring and support. Use intrinsic rewards and 10-1 praise ratios. |
| Seating plan if appropriate to create opportunities to work with positive role models and establish peer relationships. |
| **Targeted Support – Social, Emotional and Mental Health Needs** |
| **Curriculum and Teaching Support** |
| Increased access to a combination of individual, small group and whole class activities based on emotional needs. Timetabled interventions, potential reduction in timetables. |
| Alternative differentiated curriculum that allows flexibility to teach according to emotional needs. |
| One to one teaching for the introduction of new concepts and the reinforcement of positive classroom routines and expectations. |
| At least daily sessions focussing on identified SEMH needs with their identified key person |
| Daily mentoring and age-appropriate play-based activities to build positive attachments and relationships. |
| Access to a safe base to calm and regulate emotions within the class and within relaxation room or common room.. |
| Sensory breaks, brain stem calmers and physical repetitive sensory activities to relax and calm. |
| Visual emotional resources to support with expressing emotions. |

| Targeted Support – Social, Emotional and Mental Health Needs |
|---|
| **Curriculum and Teaching Support** |
| Bespoke reward systems involving regular monitoring and support which are motivating and reflect the child's values and interests. |
| Specific training for class teacher as identified in child's personalised social and emotional need. |
| All external support and reports reviewed to ensure impact is measured against advice given and targets set. |
| Regular discussion with parents and carers including small steps of progress as well as needs. |
| Bespoke timetable with personalised activities and differentiated starts and ends to the day to remove potential anxieties or trigger points is supported by parents. |

| Specialist Support– Social, Emotional and Mental Health Needs |
|---|
| **Curriculum and Teaching Support** |
| Child or young person taught a personalised, differentiated curriculum. |
| Child or young person accesses additional SEMH support in most lessons. |
| Daily 'check ins' across the day with an empathetic, emotionally available adult. |
| Timetabled SEMH sessions in either small groups or 1:1 including social skills groups and nurture. |
| Increased access to smaller group provision such as nurture or social skills groups. May have AP outside of the setting |
| SEMH support in place for unstructured times such as break times and lunch times. |
| Some opportunities for alternative provision which is time limited. |
| Mentoring/supervision to support wellbeing of staff. |
| Multi agency 'Team Around the Child' meetings. |
| Increased accessed to alternative provision where some aspects of the curriculum may be taught |
| All resources and arrangements are referenced in a personalised provision map, risk assessment and reviewed SEN Support Plan. |