



North Ridge Community School

Behaviour policy and procedures

This is an appendix to the Nexus Trust Behaviour Policy

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Review Cycle	Annual
Review Date	October 2026

An academy within:



“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 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. Aims and objectives

2.1. This policy aims to:

- Establish a consistent whole school approach to supporting behaviour.
- Outline our systems for supporting behaviour.
- Define what we consider to be behaviours of concern.
- Summarise the roles and responsibilities of different people in the school community around supporting behaviour.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.

2.2. 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. It follows guidelines set out in the following documents:

- Behaviour in schools. Advice for headteachers and school staff (February 2024).
- Suspension and permanent Exclusion Guidance (August 2024)
- The Education and Inspections Act (2006) sections 89 and 93.
- Behaviour and Discipline in Schools: Advice for Head teachers and school staff (January 2016).
- Physical interventions: a policy framework.
- Positive and proactive care: reducing the need for restrictive physical interventions (April 2014).



- Behaviour and discipline in schools – Guidance for governing bodies ((September 2015)
- Equality Act (2010) part 6, chapter 1.
- Ensuring quality services.
- School teachers pay and conditions.
- Guidance on the use of restrictive physical interventions for pupils with severe behavioural difficulties.
- Use of reasonable force (2013).
- Ofsted Positive Environments Where Children Can Flourish (October 2021)

3. Functions of Behaviour

- 3.1. 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.
- 3.2. 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.
- 3.3. 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.

4. Good Behaviour at School



- 4.1. **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.

- 4.2. In conjunction with the Behaviour Leads Network, Nexus have developed Guiding Principles which provide an over-arching ethos within all Nexus settings.
 - 4.2.1. Trust academies use a restorative approach.

 - 4.2.2. Trust academies use a consistent level of response as part of an agreed whole school positive approach to how behaviour is managed.

 - 4.2.3. Trust academies model positive behaviour.

 - 4.2.4. Trust academies acknowledge that behaviour is a form of communication.

 - 4.2.5. Trust academies acknowledge that every day is a new day.

 - 4.2.6. Trust academies are a safe place to make mistakes.

 - 4.2.7. 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. North Ridge Vision and Values

- 5.1. Our school vision and values shape and underpin everything we do at North Ridge Community School. Pupils are taught how to show these values and the importance of them in every aspect of their life. Staff live by these values at school and model them to our pupils daily.
- 5.2. North Ridge Community School “preparing learners for the future by shaping learning through inspirational and personalised journeys, to be the best they can be.”

REACH

To Respect

To Enjoy

To Achieve

To be part of a Community

To be Happy and Safe

- 5.3. A house point system is used at North Ridge Community School to create a cohesive positive reward system across the whole school.
- 5.4. The House system brings a sense of continuity and community across the school and allows pupils to have a consistent experience of rewards and behavioural expectations when moving between classes.
- 5.5. Pupils receive house points for showing our REACH values and points are collated for reward time on a Friday afternoon. The winners are announced and celebrated in our Friday assembly.
- 5.6. All staff are actively involved in consistently rewarding positive behaviour; positive achievements and successes both in and out of school are celebrated and shared with parents and peers.



Informal Rewards Include:

- Smiles/positive eye contact/gestures.
- Targeted praise statements to the pupil or groups of pupils.
- Peer group praise, both spontaneous and planned.
- Direct positive praise home to parents.
- Sharing good work and behaviour with peers/adults/senior staff.
- Written comment on work/in books.
- Displaying good work.
- Work towards an activity chosen by the pupil.
- Recognition and celebration of learning and behaviour in assembly.

6. Encouraging Good Behaviour

6.1. 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.

6.2. At Nexus we aim to encourage good behaviour by:

- 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.
- Demonstrating and encouraging kindness.
- Modelling, explaining, forming and practising class rules alongside learners to offer them ownership of their rules.
- 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.
- Addressing any incidents of bullying in a timely manner (to read in conjunction with a school's Anti Bullying Policy).
- Talking with children about the decisions which affect them so they are aware of, and can take ownership of what will happen.
- Adopting a child centred, personalized curriculum which includes a "Total Communication" approach and that encompasses all learning styles.



- Recognising, acknowledging, reaffirming and celebrating when learners show expected behaviour in all areas of their school life.
- Encouraging learners to be responsible and to take responsibility for all they do. Celebrating our successes, no matter how small they may be and in a way which acknowledges and celebrates the significant successes of every child.
- Rewarding good behaviour through the use of rewards which have been personalised so they are meaningful to each learner.
- Holding assemblies / events where success can be shared and celebrated.
- Ensuring any criticism is constructive, restorative and fair with the overall focus being one of "making a good choice" or "making the correct decision".
- 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.
- Recognising opportunities for learners to improve their behaviour in a positive manner.
- Planning and organising the school environment, classroom and curriculum so that learners are interested and involved in their work.
- Ensuring transition times are well thought through, planned accordingly and communicated with learners in a sensitive and timely manner.
- Communicating with parents in order to celebrate children's successes and help them further improve their behaviour.
- Engaging with the services offered by the full range of outside agencies to support families in encouraging positive behaviour and the setting of boundaries.

De-Escalation

- 6.3. 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 at Nexus. 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. 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 page profiles or behaviour plan.



7. Graduated Response

- 7.1 As part of supporting and promoting positive behaviour, a graduated response as to the level of support required on an individual basis. The support for children will be based on the following model: -
- Universal Provision – As part of Quality First Teaching for children who respond and can be managed through school systems, structures and rewards
 - Targeted Support – Additional support with time limited impactful interventions such as 1:1 or small group provided by trained school staff
 - Bespoke Support – Additional provision, including support from external agencies including AP or educated offsite

8. Roles and Responsibilities

- 8.1. The Academy Council is responsible for: Monitoring this behaviour policy's effectiveness and holding the Senior Leadership Team to account for its implementation.
- 8.2. Senior Leadership Team are responsible for:
- Reviewing and communicating this behaviour policy.
 - Implementing the behaviour policy consistently.
 - Modelling positive behaviour.
 - Providing guidance and support, when requested, to behavioural needs of pupils.
 - Providing guidance and support, when requested, to class teams or individual members of staff.
- 8.3 Staff are responsible for:
- Implementing the behaviour policy consistently.
 - Modelling positive behaviour.
 - Providing a personalised approach to the specific behavioural needs of particular pupils.
 - Maintenance of Individual Behaviour Plans and associated risk assessments.



- Recording of behaviour incidents.

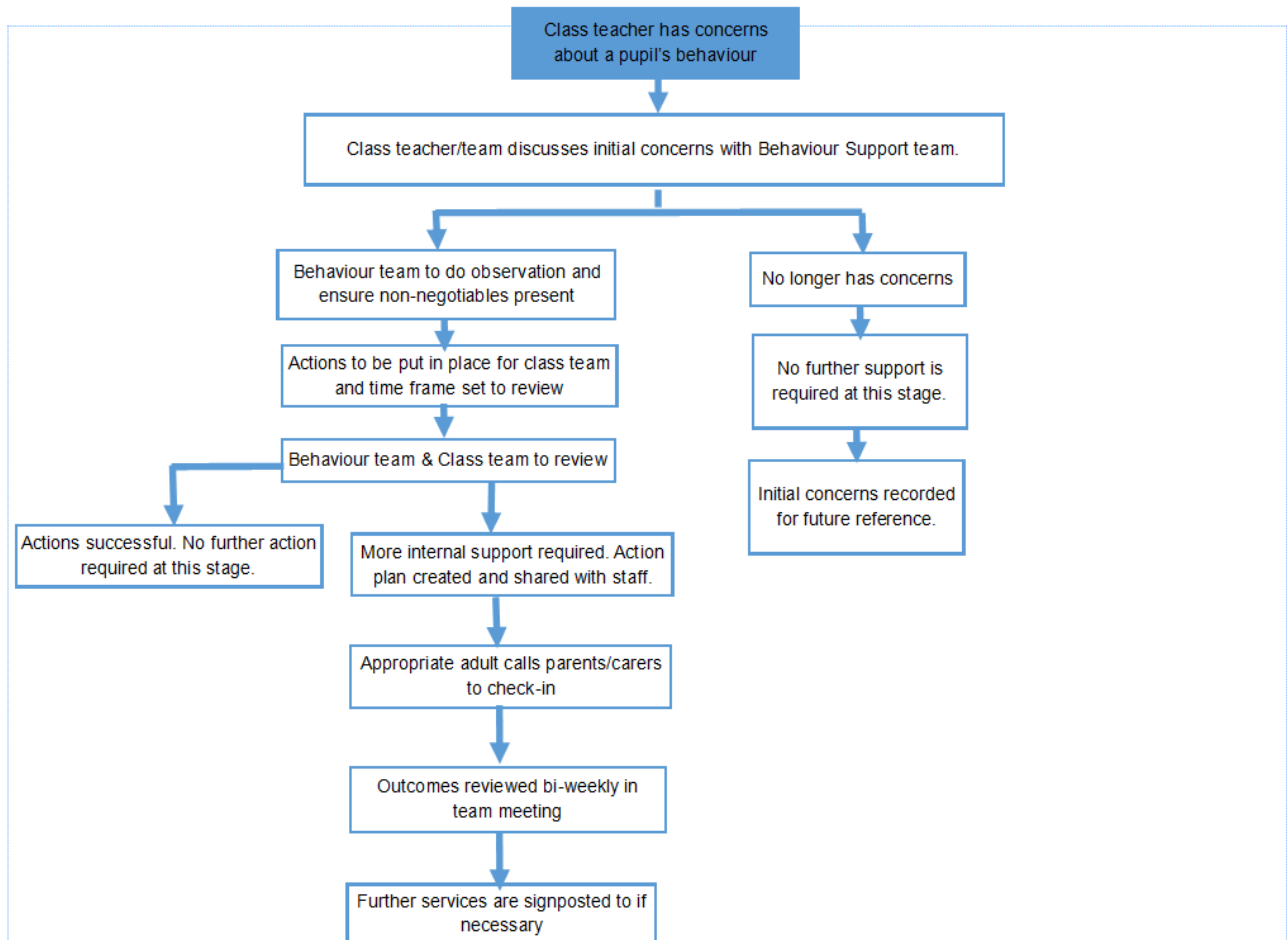
8.4 Parents/Carers are expected to:

- Support their child in adhering to the pupil code of conduct.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.
- Work with school and other professionals to build a consistent approach to behaviours of concern.

9. Behaviour support procedures

9.1. At North Ridge Community School, we work together to ensure all areas of needs are met to support behaviour. We focus on readiness to learn to ensure all pupils are at their own 'just right' state and ready to learn. We have a variety of personalised documents to outline and support the needs of our pupils including;

- Sensory profiles.
- Communication profiles.
- Behaviour support plans.
- Positive behaviour plans (PBS).



9.2. Through our varied curriculum, we provide and embed a consistent whole-school approach to positive mental health and wellbeing. A whole-school approach in teaching wellbeing is part of the LIFE curriculum, linked closely with SMSC, Citizenship, History and R.E.

9.3. With these strategies in place, most of our pupils' needs are met at class level. Parents/carers will be involved in the process throughout. Where more support may be required, North Ridge Community School follow a support procedure to ensure a consistent approach.



10. Positive Handling

- 10.1. At North Ridge School we strive to create a safe learning environment and promote positive behaviours and minimise the risk of incidents that may require consequences. The use of Team Teach techniques is our method for reducing the risks presented by challenging behaviours – all staff are trained in skills to support them diffuse and de-escalate potentially challenging situations and promote positive alternatives.
- 10.2. 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'.
- 10.3. The majority of Nexus 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.
- 10.4. *Section 550a of the Education Act 1996* allows teachers and other members of staff authorised by the Headteacher, 'to use such force as is reasonable in circumstances where the pupils may need to be prevented from engaging in behaviours which are likely to cause injury to themselves, others or damage property'.

11. Restrictive Physical Intervention (RPI)

- 11.1. 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.



11.2. When using RPI staff must always consider.

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

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

- Positional Asphyxia.
- Pressure to the neck.
- Supine holds (lying on back).
- Seated holds.
- Standing holds.
- Extreme Exertion.
- 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.

11.4. 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 the SMT to ensure it is avoided in the future wherever possible.

12. Removal from Classrooms

12.1. It is imperative for staff to understand their use of any kind of removal from a classroom to ensure that they are acting both within the school guidelines and more importantly within the law. The DFE Behaviour in Schools Guidance (February 2024)



12.2. '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.'

12.3. '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.'

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

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

12.5. The removal from the classroom should be considered a serious sanction; therefore, Parents/carers/social workers should be informed on the same day if their child has been removed from the classroom. 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.

12.6. Headteachers are required to:

- make clear in the school behaviour policy that removal may be used as a response to serious misbehaviour.
- maintain overall strategic oversight of the school's arrangements for any removals, as set out in the school's behaviour policy.



- make sure the reasons that may lead to pupils being removed are transparent and known to all staff and pupils;
- outline in the behaviour policy the principles governing the length of time that it is appropriate for a pupil to be in removal;
- 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
- design a clear process for the reintegration of any pupil in removal into the classroom when appropriate and safe to do so. 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.
 - 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.
 - 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.

NB: Schools are required to ensure that pupils are never locked in the room of their removal. 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 pupils and staff from immediate risk, but this would be a safety measure and not a disciplinary sanction.

13. Use of Secure Spaces

- 13.1. Schools are required to ensure that pupils are not locked in a room or space, unless there are exceptional circumstances linked to immediate pupil/staff safety (e.g. as per lockdown procedures). At all times, Nexus MAT schools must be compliant with the Deprivation of Liberty Safeguards (DOLS) and/or the Mental Health Act (MHA).



- 13.2. 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 and not a disciplinary sanction.
- 13.3. Classroom entrance and exit doors are not to be locked with a key or fob that can only be unlocked by an adult.
- 13.4. 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.
- 13.5. 13.5 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
- 13.6. 13.6 Where it is necessary for the safety and protection of a child to place them in a room that is secured and only unsecured by an adult, this should be in exceptional circumstances which is underpinned by a multiagency risk assessment and be reflected in a child's EHCP and/or their care plan. These measures must be used as a short-term measure, and a multi-agency review must be held at least fortnightly. Parental consent must be in place and documented in all instances.

14. Suspension and Permanent Exclusion

- 14.1. Headteachers can use suspension or permanent exclusion in response to a serious incident(s), or in response to persistent poor behaviour which has not improved following support, interventions and in-school sanctions.
- 14.2. All suspensions and permanent exclusions should follow the guidance as set out in the Nexus Exclusions Policy and should not be used for:
- poor academic performance
 - lateness or truancy



- one-off breaches of school uniform or rules on appearance
- behaviour of students' parents.

14.3. See separate policy for more information

14.4. All decisions to suspend are serious and only taken as a last resort or where the breach of school rules and policies are serious. The following are some example reasons for suspension:

- Breaches of health and safety rules
- Consistent breach of behaviour policy
- Verbal abuse of staff, other adults or students
- Possession of drugs and / or alcohol related offences
- Wilful damage to property
- Homophobic, racist or discriminatory incidents
- Bullying
- Sexual misconduct
- Theft
- Persistent defiance or disruption.
- Assaults or fighting
- Injury or harm to other (staff and peers)
- Bringing the school into disrepute
- Other serious breaches of school rules.

14.5. The list above is not exhaustive and each incident will be reviewed on an individual basis.

14.6. Parents will be notified when students are suspended. They will be provided with the following in writing:

- The reason for the suspension
- The period of suspension

14.7. A reintegration meeting needs to be held before a pupil can return to school. This meeting will be held between parents/carers, behaviour lead, class teacher and pupil (where appropriate) and will allow targets moving forward.

15. De-briefing Post Incident



- 15.1. 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. Debriefing 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 6.
- 15.2. 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.
- 15.3. 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.
- 15.4. 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.

16. Recording & Monitoring

Monitoring and Evaluation



- 16.1. At North Ridge Community School behavioural data is gathered consistently and analysed to inform trends and strategic development:
- Incident and behaviour data using SOLAR
 - Regular safeguarding and attendance updates and monitoring within SLT meetings
 - Regular pupil progress meeting with individual class teachers.
- 16.2. The CPOMS and Solar database is monitored both daily and weekly by a member of the behaviour team and SLT who is looking out for any arising issues or serious incidents. At the end of each half term all the data that has been logged across the school is collated and analysed for patterns and trends. Any incidents that require the use of RPI must be recorded on the CPOMS system. The CPOMS and Solar database is monitored both daily and weekly by a member of the behaviour team and SLT who is looking out for any arising issues or serious incidents. At the end of each half term all the data that has been logged across the school is collated and analysed for patterns and trends.
- 16.3. Individual schools within the Nexus Multi Academy Trust may use their own individualised incident recording systems alongside CPOMS.
- 16.4. 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 and monitor the effectiveness of changes made. The data is a reflection of how the behaviour policy is being applied consistently throughout the school
- 16.5. 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.



17. Behaviour Plans

- 17.1. 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 'Behavioural Support' Plan which will be additional to their Individual page profile. 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.

18. Informing Parents/Carers

- 18.1. At Nexus 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.
- 18.2. Following a serious incident or any incident where RPI has been involved staff will inform parents/carers/social workers via the phone on the same day
- 18.3. Through frequent and open engagement with parents/carers/social workers should be involved in the development of behaviour plans, as well as any reviews

19. Informing Other Agencies

- 19.1. Occasionally it may be required for school to update other agencies involved with pupils. CPOMS / Solar 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.

20. Injuries to Pupils / Staff

- 20.1. If a pupil or member of staff is injured during an incident, the incident **must** be recorded.
- 20.2. 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 by phone or by home school link book.
- 20.3. 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.
- 20.4. All staff should refer and adhere to the *Health and Safety Policy* for further guidance in this area.

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.

When a staff member conducting a search finds:



- **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
- **Controlled drugs**, they will deliver them to the police as soon as possible; however, they may also be disposed of if the staff member thinks there is a good reason to do so.
- **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.
- **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.
- **Tobacco cigarette papers or vapes**, they will retain or dispose of them; they will not be returned to the student or their parent/carer
- **Fireworks**, they will be retained or disposed of, but not returned to the student or their parent/carer
- **A pornographic image**, they will dispose of the image 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.
- **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.
- **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.

Weapon Incident Reporting



- 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:
 - Danger to life;
 - Use or immediate threat of use, of violence;
 - Serious injury to a person;
 - Serious damage to property.
- 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.
- 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.
- 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.

22. Safeguarding, Complaints and Whistleblowing

- 22.1. 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 Child Protection and Safeguarding Policy, Complaints Policy and the Whistle Blowing Policy for further guidance.



23. Further Support

- 23.1. If RPI has been used on one occasion the child's family 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.
- 23.2. At this point the class/school team will:
- Undertake ongoing observations
 - 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.
 - 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.
 - If the team conclude this is working it should be continued but evaluated regularly.
 - 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.
- 23.3. At Nexus 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.