Positive Handling Policy

Policy review	**12/05/2025**
Head of Centre	**Mark Anderson**
Next review date	**14/05/2027**

Purpose

As with the majority of schools in Norfolk who work with young people with additional SEN needs Nurture Education Trust works within the guidelines of Norfolk Steps. The school has a responsibility to operate an effective policy that encompasses preventive strategies for tackling harmful behaviour. Staff at the school need to feel that they are able to manage inappropriate behaviour and to have an understanding of what challenging behaviours might be communicating.

Aims

- To ensure that staff and pupils are working in a safe, supportive environment, conducive to the learning of all individuals
- To apply consistent and safe strategies in dealing with challenging or dangerous behaviour
- To minimise any necessary restrictive physical intervention (RPI)
- To follow the Local Authority (Norfolk Steps) policy and guidance on positive handling
- To support pupils to manage their own behaviour
- To support staff to understand the pupil's behaviour and why it is happening
- To support staff to work with pupils with a consistent approach

Training

All teachers, one to one support assistants and Learning Support Mentors are trained to Norfolk Steps **Step On** level.

Step On refresher training is every two years. Refresher training can take place earlier if required and termly revisions of ideas and strategies are strongly encouraged, although not mandatory.

New staff will be provided with an appropriate induction in the Norfolk Steps Approach, by a qualified Norfolk Steps Instructor, as soon as is possible, usually within the first two terms of their employment at the school. All new staff will receive full Step On as part of the INSET cycle. All training is recorded and a register of all participants kept**.**

What is Norfolk Steps?

- Building good and positive relationships between staff and pupils
- Understanding behaviour and where the behaviour is coming from i.e. roots and fruits cycle

- What type of behaviour is being exhibited – is it conscious or subconscious?
- De-escalation techniques, use of plans, a consistent approach and scripts
- Use of positive language rather than negative
- Consequences
- Physical intervention
- Support for the pupil and staff after an incident – reflect, repair and restore

Physical Intervention

Restrictive Physical Intervention (RPI) will be used when all other strategies have been considered and therefore only as a **last resort**. However, there are situations when restrictive physical intervention may be necessary, for example in a situation of clear danger or extreme urgency**. Any use of RPI will be reasonable, proportionate and absolutely necessary**

When do we use restrictive physical intervention?

- To prevent a pupil from committing a criminal offence
- To prevent a pupil from injuring themselves or others
- To prevent or stop a pupil from causing serious damage to property
- To stop a pupil from engaging in any behaviour that is prejudicial to maintaining the good order and discipline – this will be clearly stated on a pupil's Risk Management Plan (see behaviour policy).

Personal safety techniques will only be used when staff need to protect themselves or pupils from hair pulls, clothing grabs or bites. Any techniques to be used specifically used will be clearly written on an students individual risk assessment.

Recording

- Every incident of restrictive physical intervention will be recorded on a **Pupil Incident Form** uploaded to the safeguarding management information system My Concern.
- Examples of pupils hurting pupils or staff or other incidents which have not needed restrictive physical intervention will be logged on My Concern using the normal process.
- Other behaviour instances are recorded on Bromcom.
- Discussion with the Step Tutors and Head of Centre will take place to define what needs recording
- Incidents of behaviour from pupils without known concerns recorded on their individual risk assessment will be recorded on Bromcom (or on a Pupil Incident Form if physical intervention has been used) to track whether the behaviour one off or development of a behaviour pattern that may lead to the need for an updated individual risk assessment.

It is vitally important that we have evidence of a pupil's behaviour to ensure that a full picture can be built and any appropriate intervention put in place.

Links with other policies

- Positive Behaviour Policy
- Safeguarding
- Moving and Handling (within Health and Safety Policy)

Monitoring arrangements

This policy will be reviewed on a bi annual basis and shared with the Norfolk STEPS Team for advice. It will be approved by the Head of Centre. DSL's are responsible to monitor the frequency and nature of incidents in school in order to provide support and guidance to staff, pupils and parents. The Local Authority monitors the development of Norfolk Steps in school as part of the quality assurance process.