

Positive Handling Policy

Date	Review Date	Author	Nominated Governor
March 2023	March 2024	Jane McClennan	Daniel Childerhouse

POSITIVE HANDLING

Positive handling is the positive application of reasonable, proportionate and necessary force with the intention of protecting a child from harming themselves or others or seriously damaging property. Our concern at Future Education Independent School is the care and protection for everyone within our school community and restraint may be needed on very rare occasions. We will endeavour to handle every situation with care and responsibility. Staff are authorised to use reasonable physical intervention and have agreed to follow the principles of Norfolk Steps regarding handling children in school. The school will always follow our policy and parents are always fully informed about any situation that arises.

WHEN DO WE USE POSITIVE HANDLING?

To prevent a pupil from hurting themselves or others.

To prevent a pupil from seriously damaging to property.

To prevent dangerous behaviour that could lead to someone getting hurt.

NORFOLK STEPS

School staff are trained in the 'Norfolk Steps' approach to behaviour management. This will be refreshed periodically. Norfolk Steps is an approach that aims to reduce and manage conflict and build a positive school ethos. The training covers a range of areas, including conflict de-escalation, calm body language, debriefing and positive handling techniques.

In line with the approach, staff agreed on a number of principles:

- Staff should always speak to children respectfully and calmly – reducing conflict and leading by example.
- Staff must always act to help children and always try to reduce conflict, not do anything that may escalate it.
- Always remember the importance of using a calm stance and de-escalation script in a conflict situation.
- 'Recovery time' should be given for the child to calm down after an incident, after which time there should be a de-brief, usually carried out by someone not involved in the incident.
- A risk plan should be completed for any child for whom there is a 'foreseeable risk' that they may behave in a way that will cause harm to themselves, others or property.
- The importance of handling children in a safe, positive and dignified way.
- The importance of being proactive in managing children's behaviour i.e. trying to avoid situations which may cause conflict.
- The importance of recording incidents and the harm caused.

NORFOLK STEPS APPROACH

De-escalation script is a prepared script to be used when a child is trying to engage adults or others in conflict. The script is:

1. Child's name
2. I can see something has happened
3. I'm here to help
4. Talk and I'll listen
5. Come with me and...

It is important that all staff use the same script, although it can be in a different order. The De-escalation script should be used repeatedly with no variation from it until the child has been persuaded to leave the situation and calm down.

GUIDING AND ESCORTING

Sometimes it may be necessary to guide children. All staff who have completed the Step On training have been trained how to do this in a way that does not harm the child or put anyone else at risk. The most risk-free way is to form a 'mitten' shape with the fingers and thumb and place just above the child's elbow. The elbow should NOT be held, so that the child is free to move away; any force exerted can only be by the child pushing back. This can be extended to a more assertive 'escorting' position by standing side by side with the child and placing the 'mittens' on both of the child's elbows. The adult's shoulder should be behind the child to guide them. This position will lessen the risk of the child turning and lashing out.

CALM STANCE

When a child is in a state where conflict is inevitable or already happening, adults must adopt an open body stance – 'side on' to the pupil and encourage the pupil to move by motioning with the hand which way to go. Calm stance and escorting should usually be used in conjunction with the de-escalation script, in order to remove a child calmly and assertively from a conflict situation.

RESTRICTIVE PHYSICAL INTERVENTION (RPI)

Very occasionally incidents may occur where a child needs to be positively handled to prevent themselves or others from serious harm. Staff are trained in these interventions on a needs-only basis, and it is only these staff who can perform such actions. If a child presents a foreseeable risk, school should prepare a risk assessment for them and seek advice from the Norfolk Steps Team.

For staff who have not received this training, there may be occasions where they need to use restraint e.g. to stop a child running in front of a car, or other situations that involve immediate risk of harm. In all cases staff must use their best judgment (dynamic risk assessment) and ensure that all actions are reasonable, proportionate and necessary.

Following any incident, a written record is to be made in the bound and numbered RPI book within 24 hours, the parents will be informed, a risk assessment needs to be carried out and further training given if appropriate. The child will be given the opportunity to record their view and comments on the incident in the RPI book. This will be part of the de-brief and restorative process.

Norfolk Steps



Championing Inclusion

The Norfolk Steps Team provides training and consultancy to schools and services to support early intervention and manage complex or challenging behaviour. Our specialist team has extensive SEN and inclusion experience and an established reputation for providing inspirational training and knowledgeable, supportive consultancy.

The Norfolk Steps team can provide training in your own setting or through centrally delivered professional development INSET.

Norfolk Steps programmes are available to local authorities and multi-academy trusts across the UK.

Norfolk Steps offers the following core programmes;

Step On is a 6-hour course which provides foundation knowledge in understanding and responding to behaviour within educational establishments and other settings and organisations.

- **Step On** is based on sound therapeutic principles which promote positive behaviour strategies such as; consistency, de-escalation, behaviour analysis and differentiated planning.
- This programme also provides guidance and practical advice to develop an understanding of the safe and effective use of everyday physical interventions.
- The **Step On** programme is designed to be delivered to all staff within a setting or organisation. This programme is certificated and needs to be refreshed bi-annually to maintain certification.

Step Up focuses on the safe and effective use of restrictive physical intervention and is provided to core staff within services who have completed **Step On** training and have maintained certification.

- **Step Up** advice and training is bespoke and is based on audited need to respond to foreseeable risk of, or actual harmful behaviours. This training takes a minimum of 2 hours and is refreshed annually.

Steps In-service Tutor training

- For services who wish to build capacity and have the in-house expertise to deliver the core Norfolk Steps programmes to their own staff, we offer **Step On Service Tutor** training and **Step Up Service Tutor** training.
- This extensive course will equip tutors with the skills and expertise to embed the Steps approaches and philosophy within the culture of their setting or organisation.



Steps Consultancy

The Steps team are experienced in supporting settings and organisations in a wide range of behaviour related issues. We offer bespoke consultancy to schools and services to support early intervention and to manage complex or challenging behaviour.

For further information please contact the Steps Team on 01603 303340.

Testimonials

'Steps is a central part of our school. We always get really positive feedback following training. The support the Steps team have given the school has been excellent.'

'Steps had a great influence on all of our working practices and had a great influence on the re-writing of some of our policies.'

'Norfolk Steps is an individual training package I strongly believe all schools should implement it.'

'Not only has Steps been an invaluable tool in supporting our staff to manage harmful behaviour, it has reinforced our values and helps some of our staff to re-evaluate their practices in general.'

Restrictive Physical Intervention Form

Name of student	
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Name of Staff	
Date	
Year group	
Location of RPI	
Staff Witnesses	
Student witnesses	

Restrictive Physical intervention? Yes/No (circle)		Give details of predicted harm prevented by RPI (e.g. punching, scratching, cutting)		
Justification for RPI if used (tick)				
To prevent harm to self				
To prevent harm to other young people				
To prevent harm to adults				
To prevent serious damage to property				
Other(specify)				
RPI techniques including sequence of techniques, time and staff involved.				
Start	Finish	Type of restraint	Shape (standing or seated)	Staff
Duration				
Duration of restraint (minutes)			Duration of Incident (minutes)	
Allegation of harm from a pupil during RPI towards. Name staff /NO				
Hold witnessed by (name)			Any visible marks	

Alternative member of staff checked hold is correct		Child confirms they are unhurt after RPI and NFA agreed with parents / carers	
Outcome of incident – LT actions to prevent reoccurrence			
Review/revise individual risk management plan		Fixed term exclusion	
Restorative meeting with young person		Educational consequence	
Call meeting with parents		Other(specify)	
Other actions			
Action	Name	Date /Tim e	
Name of LT notified			
Injury? If so complete injury form			
Staff wellbeing verified by			
Student wellbeing verified by			
Parent/ Carer informed (by and how)			
Summary			
Response and view of young person			

LT Summary of Incident	
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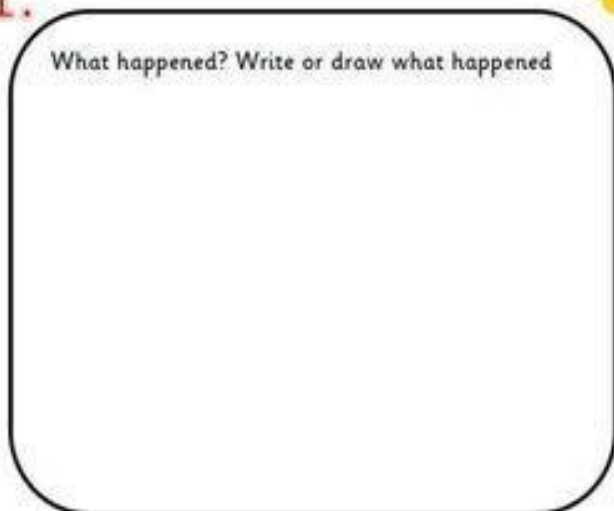
LT signature. Date.
..

Additional Comments/ Minutes of Meetings

Restorative Proforma

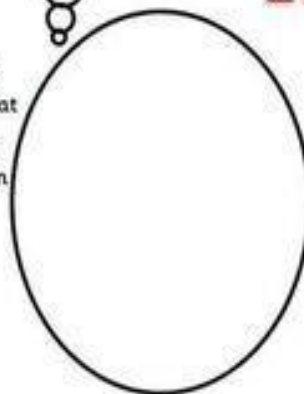
1.

What happened? Write or draw what happened



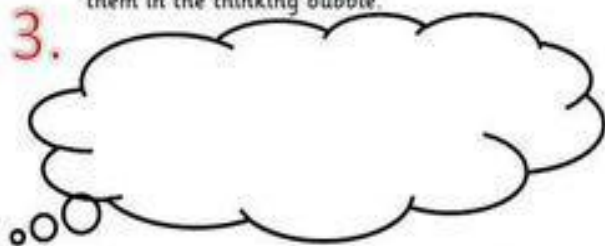
2.

What were you thinking about at the time? Write your thoughts in the thinking bubble.



What have your thoughts been since the incident? Write them in the thinking bubble.

3.



How did it make you feel? Draw your facial expression



Who do you think has been affected by your actions? In what way have they been affected? Write down who was affected in the body outline and label how they were affected. You can also draw their facial expression.

4.



What do you need to do now to make things right? Write in the speech bubble.

5.



Headteacher:	Debbie Edwards	Date:	26/04/2023
Chair of Governing Body:	Daniel Childerhouse	Date:	26/04/2023