Harford Manor School

Foundations For Futures

Behavior Management Policy

Behaviour Management Policy				
Approved by SLT: March 2026	Sent to Staff: In class yellow safeguarding folders & in induction packs	Approved by Governors: March 2026 on GovHub	Publicised to parents/carers: On school website & Emailed to parents April 2026	
		Next Review date:	September	2026
Person(s) responsible for review: Kerry Locke				

Rationale **3**
Principles **3**
Aims **3**
Rights of pupils **3**
Acceptable standards of behaviour **3**
All staff will: **4**
Parents/carers are expected to: **4**
Procedures **4**
Staff training 4
Rewards 5
Consequences 5
Support and Intervention Plans (SIPs) 5
Risk Assessment 6
Physical Contact (see Harford Manor School Touch Policy March 2026) 6
Restraint/Reasonable force 6
Restraint, defined as; 6
Pupil welfare 7
Exclusion – in some exceptional circumstances, and when all other measures have been unsuccessful, it may be necessary to exclude a pupil from school. 7
Recording 7
Monitoring, Evaluation and Feedback **8**

Active Norfolk Steps Instructors as of 1st April 2026; Kerry Locke, Marrie Mason, Annabella Whitworth, Ruth Crawford & Colin Wheelhouse.

Rationale

The purpose of this policy is to provide an effective framework for promoting achievement and improving positive behaviour.

It will:

- Ensure a calm, orderly and supportive school environment where positive learning can take place.
- Protect pupils from endangering themselves, others or property.
- Protect pupils from any form of physical intervention which is unnecessary, unlawful, excessive or inappropriate.
- Encourage pupils to take control of their own behaviour from a therapeutic approach.
- Assist staff in managing behaviours that harm and behaviours that challenge, while maintaining a positive school ethos.
- Minimise the risk of accusations of improper conduct.

Principles

Aims

- To achieve consistency through a whole school approach.
- A shared understanding of positive handling and the structure which supports it.
- Promote confidence and reduce stress in pupils and staff.
- Improve delivery of the curriculum and raise standards.
- Instil trust between staff and pupils.

Rights of pupils

We believe that our pupils are entitled to:

- Feel safe and secure.
- Experience a rich and varied curriculum.
- Experience a supportive environment where effort and achievement are encouraged.
- A differentiated approach which caters for physical, emotional, social and spiritual need.
- Have their rights and responsibilities recognised and nurtured.
- Feel valued.
- Recognise and gain control of their own behaviour.
- Have a voice and opinion.
- Understand this policy (where possible) through class rules, routines and repetition.

Acceptable standards of behaviour

Pupils are encouraged to:

- Respect the rights of others.
- Show courtesy and care.
- Accept responsibility for their actions.
- Be involved in choices and decision making regarding their behaviour.
- Recognise the rights of others to learn.
- Extend their skills and knowledge to wider situations.
- Respect the environment/property in the school and the wider community.
- Reflect, repair and restore following any experiences of high anxiety.

All staff will:

- Treat pupils with respect.
- Actively seek support for their own training needs and understanding of pupil need.
- Maintain an environment which is conducive to learning.
- Celebrate success and ensure all pupils experience it.
- Accept pupils as individuals.
- Be consistent, firm and fair.
- Establish positive relationships. We understand that children are influenced by their surroundings therefore all adults will model positive behaviour and positive interactions.
- Demonstrate a duty of care.
- Support their colleagues by being a critical friend and offer support where plausible.
- Have a therapeutic approach to meeting the emotional needs of pupils.
- Be vigilant for any signs of bullying, this is enabled by; high staff ratios, pupils supervised at all times and staff provide a nurturing environment which promotes positive interactions. Any bullying would be taken very seriously and addressed accordingly, staff would tag this on CPOMS and add this to the Bullying log on the Google drive, overseen by SLT.

Parents/carers are expected to:

- Support the school approaches to help pupils make more positive choices.
- Receive and read information regarding their child's behaviour.
- Receive and read Support and Intervention plans.
- Communicate with the school regarding any issues that may impact on their child's emotional wellbeing.
- Use the complaint procedure if they need to register concerns;
  If an allegation regarding inappropriate use of force and/or other restrictive interventions is made against a member of staff, the procedures in Keeping Children safe in Education should be followed.

Procedures

Staff training

The school uses the 'Norfolk Steps' programme. It is based on Therapeutic Approaches and its philosophy and method involves the use of de-escalation, consistency, good communication and planning in order to reduce the incident of restrictive interventions.

Norfolk Steps (Step On and Step Up) is an integral part of supporting the complex needs of our pupils. It is a requirement of the job that all class-based staff will receive this training from qualified trainers along with comprehensive updates and access to continued support. Unless assessed to be a credible witness, this would be a staff member who could not demonstrate the holds due to an injury or was heavily pregnant for example. It is expected that all staff will support across the school as and when required. Failure to do so may result in disciplinary action being taken if all options of support have been explored and exhausted.

There are instructors within the staff team. All staff are expected to positively engage with the training requirements to ensure they hold suitable knowledge to work across the school and across the range of needs. All staff receive "Step On" and "Step Up" training with annual updates. We see this as essential because it is the responsibility of all staff to keep pupils and colleagues safe. All staff have a copy of the 'Behaviour Management Policy' within their induction packs, which is covered in detail during their Step On and Step Up training. Copies of this policy are also in the yellow safeguarding ring binder files in; every classroom, in the school office, kitchen and in the resources room.

It is expected that staff will demonstrate language and attitude in line with school ethos, the Zones of Regulation Approach, this policy and Norfolk Steps training. It is expected that staff will work collaboratively with the Behaviour lead and SLT to address any issues that arise. All staff should be open to the advice and support given from other agencies regarding behaviour and emotional regulation.

In-between refreshers, staff have access to school tutors for further advice and training. This may include the training in more specific restrictive interventions to support pupils as individual need arises in class teams or opportunities to refresh practice in team meetings.

All staff who have received training are authorised to have care and supervision of pupils which may include the need to intervene physically in line with School Policy and Norfolk Steps training. Other staff, including new staff awaiting training, are briefed by instructors in effective assistance. This applies within school and off the premises.

Norfolk Steps Instructors have access to mentoring from the Norfolk Steps team and attend yearly updates/refreshers.

Rewards

We recognise that pupils achieve more by positive interventions. All strategies and interventions will include rewards, often as simple as praise.

Praise can be given formally or informally, in public or private, to groups or individuals.

Consequences

Consequences should be derived through logic and should be something that naturally or logically follows on from the action.

Educational Consequences should allow the learning, rehearsing or teaching of a skill so that the freedom can be returned. Examples of this could be: completing a task, rehearsing, assisting with repairs, educational opportunities, research or restorative meeting if appropriate to the pupil.

Protective Consequences these could include; increased staffing levels, escorted in social situations, no availability of minibus/car, differentiated teaching space, limited access to outside space, the removal of freedom to manage harms - seclusion and exclusion.

Support and Intervention Plans (SIPs)

These will be drawn up if a pupil exhibits behaviours that challenge or cause harm, this also serves as their individual risk assessment.

Our SIPs are written very positively and describe how a young person looks and behaves at their optimum, whilst recognising the pupil's triggers, specific behaviours and outlines the strategies in place to move them toward more prosocial behaviours at the first signs of their behaviour changing. Strategies are linked to the Zones of Regulation Framework with tools from their toolkit that the pupil is already familiar with being key to the de-escalation techniques used. The focus of any strategy and related intervention should always be to de-escalate. At Harford Manor our pupil toolkits include; their barrier(s) to learning, what the pupil looks and/or behaves like in each zone and the appropriate tools/strategies for each zone, these are also shared with parents/carers and reviewed at least annually at their EHCP review. They are discussed and shared with the new teacher by the previous teacher at times of transition (moving onto a new class).

All staff have access to this information within class and parents/carers are sent a copy of the plan. Staff are required to familiarise themselves and follow these plans for pupils they regularly work with. Support and Intervention Plans are reviewed regularly by the class teacher, updated at least annually and put on the Google drive whenever updated for monitoring purposes, along with a copy of the pupil's toolkit. They are shared and signed by parents/carers at EHCP reviews or at any time plans are updated.

Risk Assessment

A continuous dynamic risk assessment should be used to ensure we are maximising opportunities and activities that our young people can engage in whilst keeping risk of harm to a minimum. The Support and Intervention Plan identifies risks and appropriate steps taken to reduce these.

It is acknowledged that staff can avoid unreasonable risks but if we are to provide learning opportunities there are situations where we will need to dynamically risk assess. Some of our pupils would not experience new or enriching situations if we attempted to eliminate the risk of behaviours that challenge and cause harm. Our task as educators is to widen the world of our pupils, not restrict it.

We can reduce risk in several ways, looking at staffing levels, training, the environment and support for the pupil.

Physical Contact (see Harford Manor School Touch Policy March 2026)

We acknowledge that there are occasions when staff will have cause to have physical contact with individuals for a variety of reasons, for example: to comfort a child in distress (so long as this is appropriate to their age and understanding), to walk with a pupil to a space they have chosen to access to self-regulate, to provide touch to reassure, to assist with personal care, to carryout manual handling, to support with eating, to assist with medical interventions and/or first aid, to direct a person or for activity reasons (for example in drama, physical games, hand over hand support for writing), to provide support in sensory integrated activities such as deep pressure or proprioceptive input, or when accessing the community, for example holding hand/arm to stay safe. This applies to all pupils in our school and does not require a Support and Intervention Plan or need recording on a behaviour form.

Restraint/Reasonable force

Restrictive intervention, defined as;
A means to prevent, restrict, or subdue movement of the body, or part of the body, of a pupil. Restrictive Intervention is the umbrella term to describe both physical and non-physical actions aimed to restrain pupils in different ways.

Restraint, defined as;

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.

This can be used when:

- The pupil is at risk of harm.
- Others may get hurt or have been hurt.
- There is a risk of severe damage to property.
- Where good order and discipline is threatened or when there is a loss of education for the pupil themselves or others.
- A criminal offence is about to be committed.

It is used:

- When other actions have not improved the situation or there is deterioration.
- Where any other course of action is likely to fail.
- Where immediate action is necessary.
- When early restrictive intervention will prevent a dangerous or disruptive situation. Staff make a balanced judgement about use from their experience and expertise, taking account risks to others, themselves and property.

It is never used:

- To punish.
- To cause or threaten harm.
- To oppress, intimidate or bully.

Planned restrictive interventions are part of the Support and Intervention plan for the pupil. Where they are not-there use should be reviewed and the class teacher will amend the plan as necessary if felt it may need to be used again on more than one occasion.

The techniques used for restrictive interventions are as a result of on-going risk assessment in an effort to safeguard everyone in an incident where restrictive intervention is necessary. Whilst some physical injury or pain potential can be reduced there always remains some risk. Norfolk Steps techniques seek to avoid injury to the pupil; however, it is possible that accidental and non-intentional bruising or scratching can occur as an unfortunate outcome when trying to maintain safety. Such outcomes are not necessarily an indicator of misappropriation of the technique. Full evaluation and review of such outcomes will be undertaken by personnel from the senior leadership team.

There are elevated risks related to some techniques used in restrictive interventions, these will have been highlighted in all Norfolk Steps training and refresher courses.

Unplanned interventions occur where a pupil behaves in an unexpected way.

Seclusion - a non-disciplinary intervention keeping a pupil confined to a place away from others, and preventing them from leaving - should only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation.

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 no more force than is necessary for the least amount of time, the application of which will depend on the circumstances.

Determining when the use of force is; reasonable, proportionate and necessary
The decision on whether it is reasonable to use restrictive intervention depends on the individual circumstances of each situation. To make this assessment, the member of staff should consider the following;

- whether there are other more effective, less restrictive ways to manage a situation.
- whether a restrictive intervention is likely to successfully reduce the relevant risks, or whether its use would escalate the situation further or cause more harm than the behaviour itself.
- staff should communicate with other staff members to understand any broader risks in the environment, where possible.
- use the least amount of force or the least restrictive intervention necessary for the least amount of time required to reduce the relevant risks.

Pupil welfare

Staff should seek to maintain respect for a pupil's dignity. Where possible, staff should clearly and calmly communicate to the pupil what is happening, why and explain what the pupil needs to do, this is likely to involve the use of scripts, clear concise language and/or the use of visuals where appropriate to individual need. Staff should seek to understand how the pupil is feeling and use this information to determine whether restrictive intervention should be, or continue to be, applied, reduced or stopped.

Exclusion – in some exceptional circumstances, and when all other measures have been unsuccessful, it may be necessary to exclude a pupil from school.

Recording

It is important that detailed recording is provided, both to inform future planning and protect pupils and staff, see examples within the appendix.

As of April 2026 all incidents requiring the significant use of force and/or use of seclusion should be reported to parents/carers no later than the same day.

Exceptions to the requirement to report are where;

- The pupil is aged 20 or over; or (not applicable in our school setting)

- It appears to the staff member that doing so would be likely to result in serious harm to the pupil. In this instance, the staff member must report the incident to any parent(s) who it can be reported to without resulting in significant harm or, if there are none, to the local authority.

A report of the incident made to parents should include the following details as a minimum;

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

The requirement to report applies even if the use of restrictive interventions are agreed with parents as part of a pupil's behaviour Support and Intervention Plan (SIP).

Incidents to report:

- Where there has been any Restrictive Intervention
- Injury
- Attempt to injure
- Damage to property
- Disruption to the learning of others
- Potential vulnerability
- Intense de-escalation to keep the pupil emotionally regulated

Monitoring, Evaluation and Feedback

This is done by the Headteacher and behaviour lead when alerted, using the incident forms uploaded onto our Management Information System (MIS), Compass. Support and Intervention Plans and class monitoring are reviewed by the behavioural lead and/or other Assistant Headteacher. The behaviour lead and/or the Headteacher will check these forms, before sending them to parents/carers. Class teams will carry out reflection with the pupil if appropriate, with other pupils, again if appropriate and with each other. If there is deemed a need for input or support for a particular young person then a behaviour TACT (Tackling All Concerns Together) meeting can be called.

The class team and a representative from the behaviour TACT, and also where needed from the safeguarding or communication TACT group, come together to unpick behaviours, suggest strategies and/or tools, make plans and monitor the impact of these suggestions once they have been put into practice. It is the culture at Harford Manor School that staff feel empowered to be 'critical friends' to support each other to ensure best practice. If staff witness anything which concerns them or which they need more information about they must report it to the Norfolk Steps instructors and/or the Headteacher or Assistant Headteachers.

Previously parents/carers were kept informed of the behaviours their child presented at school through the discussion and signing of the individual behaviour Support and Intervention Plan, this will continue.

While class teams were transparent about how their child had been during the day and kept parents/carers informed about times they had been dysregulated, struggled or been unsettled as well as engaged, enjoying and focused, they did not highlight specific incidents on a daily basis, as a more holistic view of the child tended to lead to more positive dialogue and realistic overview of the day, where parents are fully aware of how their child presents.

In-line with the current legislation changes, there is a grave concern for the effect on parental/carer mental health, when they could/will be receiving multiple emails from school, daily, regarding instances of restrictive intervention and/or seclusion. The school will navigate this by providing advice on how to set up email filtering rules for such correspondence.

The Assistant Headteacher reports to Governors.

Documents which informed this policy:

- Restrictive interventions, including use of reasonable force, in schools April 2026
- Touch Policy March 2026
- Whole School Policy for Safeguarding Incorporating Child Protection 2025

- Keeping Children Safe in Education 2025
- Reducing the need for restraint and restrictive intervention 2019
- The Education and Inspections Act 2006
- Behaviour in Schools – Advice for Headteachers and school staff February 2024
- Reasonable force, restraint and restrictive practices in alternate provision and special schools Research report March 2024

Appendix
Examples of recording documentation:

1. Information recorded in school in MIS Compass
2. Behaviour incident record and letter to parents
3. ABC chart
4. ABC data form
5. Behaviour incidents recording form
6. Behaviour/feelings tracker

Appendix 1

Information recorded in school in MIS Compass

Child's name

Class

Date

Time began

Duration

Situation/activity

What the pupil is trying to communicate (if known)

What zone pupil is in

Regulating/de-escalation techniques used

Behaviours exhibited and to whom

Restraint/reasonable force - hold used, number of staff, position, duration, order

Use of force other than restraint

Seclusion/safe space place and length

Reason of positive handling

Action in line with Support & Intervention Plan (SIP), (if not reason why?)

Details of any injuries to; pupil, staff, other

Other comments

Appendix 2.

Dear Example Parent,

I am writing to inform you that a member of staff had to use a restrictive physical intervention with Test Student today,

At Harford Manor School, our primary responsibility is the safety and well-being of all pupils and staff. Physical intervention is only ever used as a last resort when all other de-escalation strategies have been exhausted, and it is deemed necessary to prevent a pupil from causing harm to themselves, others, or significant damage to property.

We understand that receiving this information may be concerning, and as always we are committed to working closely with you to support Test Student's needs moving forward.

Yours sincerely,

Colin Wheelhouse

Headteacher

Harford Manor School

Child's Name		Class:		Date of incident:	

Time began:		End time:	

Location of incident:	

Seclusion Place:		Seclusion length:	

Restrictive Physical Intervention

Hold Used	Position	Length of Time	Intermittent/ Constant
Hands held			
Body Block			
Open/Closed hand			

Elbow Tuck			
Braced elbow tuck			
Figure of Four			
Other			

Reason for Positive Handling:
[X] Potential Injury to pupil [X] Potential/Injury to other person

Appendix 3

Norfolk County Council

ABC Chart

Date/Time	Activity	Antecedent	Behaviour	Consequence	Pupil response
Date/time when the behaviour occurred	*What activity was happening when the behaviour occurred*	*What happened immediately before the behaviour*	*What the pupil did or said and how long the behaviour lasted*	*What happened following the behaviour (adult response or environmental change)*	*Upon receiving the consequence, how did the pupil respond?*

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Appendix 4

Date & Time	**Background info** - little sleep, had pain killers etc.	**Setting**– classroom, therapy room, matted room etc.	**Regulation-** what has happened within the last 30 mins to aid regulation – crunchy food, TR, trampoline, gym, music etc.	**Antecedent** – what happened immediately before, e.g. told no, demand placed, making repetitive requests/ phrases, unexpected noise, disruption from another pupil etc.	**Behaviour** – dropping to hit his head on the floor. How many times? Front or back of head. Any other details.	**Consequence** – planned ignoring, directed to beanbag, escorted to matted room, use of head matts/ beanbag to cushion impact etc.	**Result-** did marking/injury occur? Has a first aid form been completed?	**Staff Name-**

Appendix 5

BEHAVIOURAL INCIDENTS RECORDING FORM

PUPIL _____ **CLASS** _____

REASON FOR USE OF FORM _____

1. 2. 3. 4. 5. 6. 7. 8.

Date	**Time**	**Duration - Constant /Intermittent**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**		**Physical Intervention Necessary**	**Comments**	**Completed by (signature)**

Norfolk County Council

Tracker

(can be used to track uncomfortable feelings or behaviours)

Session	Session	Session	Session	Session	Session	Session	Session	Session	Session	Session

Name: **Tracked by:** **Date / Time frame:**

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