



Positive Handling Policy

Approved by Governors
October 2025
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This policy provides a framework for the use of Positive handling within Falcon Junior School.

All permanent members of staff are trained according to Norfolk Steps guidelines and receive regular refreshers as required. Members of the Senior Leadership Team are also trained on further restrictive physical intervention through Norfolk STEP UP training.

As a staff we are reflective and always strive to provide positive outcomes for all members of our school community. We believe that proactive intervention is always part of a broader educational strategy.

At Falcon Junior School our aims are:

- To ensure that all our children are safe and happy
- To ensure our school community has a consistent fair approach to managing and encouraging learning behaviours
- To ensure our agreed system promotes positive strategies for eliciting good behaviour
- To set and communicate high expectations of children's behaviour
- To give them strategies and processes to manage their own feelings and behaviour
- To encourage children to see themselves in control of, and taking responsibility for, their behaviours

It is intended the policy will:

- Reduce the risk of foreseeable or actual harm to all members of the school community
- assist staff in managing challenging behaviours
- maintain a positive school environment.

Positive handling describes a holistic approach to a range of risk reduction strategies which include non-verbal, verbal and where reasonable and absolutely necessary, restrictive physical interventions carried out by the appropriately trained member of staff.

Central to this policy is the understanding that any physical intervention used by staff must be in accord with the idea of 'reasonable force' and used only as a last resort once all other strategies have been exhausted. There is no legal definition of reasonable force. The majority of the time there will be no need for physical intervention and other methods can be used.

A full and detailed explanation of the 'Norfolk Steps' approach is available from them via the Norfolk County Council [website](#). Individual or group instruction is always available and is a planned part of our staff meeting cycle as well as the staff accreditation INSET.

Behaviour plans

Some pupils will require a consistent, managed strategy to address their behaviour and must have an Individual Positive Behaviour Management Plan. The primary responsibility for the completion and review of these documents lies with the pupils' class teachers. However, it is best practice to

write them in conjunction with one of the senior leaders in school, adults who work closely with the child and parents.

Individual Positive Behaviour plans should be reviewed, at least, on a termly basis. This is likely to be more frequent if physical intervention is required regularly. Any reviews of Positive Behaviour plans should involve parents / carers and amended plans must always be sent home and signed. Electronic copies of these plans should be saved on CPOMs.

As part of an agreed plan pupils may be withdrawn from the classroom if their behaviour presents a foreseeable risk of harm to others or self, for either a fixed period of time or until their behaviour is judged to be safe enough to be reintegrated back into class.

The long term goal must be to help the child learn better ways of communicating and coping.

Restrictive Physical Intervention

The methods approved for Falcon Junior School will always be pupil specific and follow the positive handling techniques of the 'Norfolk Steps Approach to Managing Challenging Behaviour'.

Physical Restraint must only be used:

- As a last resort
- Where any other course of action would be likely to fail
- When staff have good grounds for believing that immediate action is necessary
- When all other courses of action with regard to de-escalation have been tried or the situation has developed so rapidly and to a degree that restraint has to be employed as the only justifiable response.

Types of incident where the use of reasonable force may be necessary fall into 3 broad categories:

- Action due to imminent risk of injury including absconding
- Action due to developing risk of injury or significant damage to property
- Action where a child is behaving in a way that is compromising good order and discipline
- Action where there is a risk of harm to others or themselves

Listed below are the accepted Norfolk Steps strategies that staff are trained to use:

- Supportive arm
- Open mitten guide
- Elbow tuck
- Elbow to chairs

It is important that as soon as possible after an incident where appropriate a 'de-brief' for the child takes place. The dialogue should take place in a mutually agreeable and comfortable place once the child has re-established control and staff involved, feel ready. Its main aims are to continue the calming process, to explore with the child their responsibility for what happened, to identify

alternative behaviours for the child to use and to develop a plan to re-enter the child back into the life of the school. For those children with SEND these conversations will need to be appropriate for that child.

Staff involved in physical interventions are entitled to a period for calming and recovery before re-engaging in normal duties. They will also be entitled to attend a debriefing session with a Senior Leader to clarify all aspects of the incident if they wish.

Recording / Monitoring of Physical Restraint

After each incident of physical restraint, an Incident Form (see Appendix) must be completed by the member of staff involved. This will be attached to a report of the incident and uploaded on CPOMs. Where an injury has occurred, the accident book should also be completed.

This will:

- Assist in monitoring Positive Behaviour Management Plans
- Provide protection for staff who may be required to give a detailed account of their actions
- Help to prevent inappropriate use of physical restraint with pupils
- Assist in monitoring the use of agreed 'Norfolk Steps' procedures
- Indicate the need for management action in response to repetitive behaviour