



**The Park Federation Academy Trust
Iver Village Infant Academy
Positive Handling Policy 2025-2026**

Version History

Version	Date	Status and Purpose	Changes overview
1	July 2025	Approved	

Approval History

Signed by Principal	K A Wright
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Iver Village Infant Academy

Positive Handling Policy

2025-2026

1) Legal Rationale for our Positive Handling Policy

This policy is designed with the safety and well-being of every child and staff member at Iver Village Infant Academy at its heart. It aligns with the principles of The Education and Inspections Act 2006, Section 93, and takes into account the Department for Education's guidance on the Use of Reasonable Force in Schools (July 2013) and Behaviour and Discipline in Schools (January 2016). This policy should be read alongside our other school policies that guide how adults and children interact, such as our Positive Behaviour Management Policy.

2) Introduction to our Positive Handling Approach

At Iver Village Infant Academy, we believe that strong, positive relationships between staff and children are the foundation for a happy, safe, and productive learning environment. We know that our children thrive with consistent routines and clear expectations, which helps everyone feel secure and cared for.

We understand that there might be rare occasions when a child's behaviour could put themselves or others at risk. In these very specific situations, our staff is trained to use positive handling techniques. These techniques are always:

Reasonable: Only using the amount of intervention absolutely necessary.

Proportionate: Matching the level of intervention to the situation.

Necessary: Only used when there's no other safe alternative.

It's important to us that everyone understands that physical intervention is always a last resort and just a tiny part of our overall approach to supporting children's behaviour. Our primary focus is always on understanding children's needs, teaching them positive ways to express themselves, and creating a nurturing school where everyone feels safe, respected, and ready to learn.

Positive Handling is a holistic approach to keep children safe, based on policy, guidance, management of the environment, and deployment of staff. It involves personal behaviour, diversion, diffusion, and de-escalation. Risk assessment identifies positive prevention strategies and how a pupil may need to be supported in a crisis.

3. Our Aims for Positive Handling at Iver Village Infant Academy

At Iver Village Infant Academy, our positive handling policy is all about keeping everyone in our school family safe, happy, and learning.

This policy aims to give our whole school community clear guidance on how we approach situations where a child's behaviour might put themselves or others at risk. It explains:

- **When** positive handling might be needed, always as a last resort.
- **How** our staff will safely and responsibly manage these situations, always upholding our school's values of care and respect.

We're committed to ensuring that every staff member at Iver Village Infant Academy:

Clearly understands their role in keeping children safe and knows when and how to use positive handling techniques appropriately, always within their duty of care.

Receives training and ongoing support in order to respond confidently and professionally to challenging situations.

4. When Positive Handling May Be Used

In line with the Education and Inspections Act 2006, staff at Iver Village Infant Academy may use reasonable force to prevent a child from:

- Hurting themselves or others, including staff
- Committing a crime.
- Behaving in a way that disrupts the safety or good order of the school, whether on school grounds or during an off-site activity.

Our priority is always to de-escalate situations and support children in managing their emotions and behaviours in positive ways. Positive handling is only ever used when absolutely necessary to ensure immediate safety.

5. How We Use Positive Handling at Iver Village Infant Academy

At Iver Village Infant Academy, our approach to positive handling is clear and consistent. It's always about keeping everyone safe.

When positive handling is needed, we always aim to use the minimum amount of force necessary for the shortest possible time. Our goal is to prevent a child from:

- Harming themselves.
- Harming others.
- Damaging property.

Any physical intervention we use will always be proportionate to the child's behaviour and the potential harm they might cause.

Key members of staff have been Team Teach trained. This training supports staff in using pre-emptive and responsive positive handling strategies and techniques. As far as is possible the staff using positive handling will be those which are Team Teach trained. However, there may be occasions when this is not possible. All staff have a duty of care and may need to be involved in a positive handling scenario. In these circumstances a trained member of staff will replace them as soon as possible

Our staff are trained to follow a clear sequence when managing challenging behaviour:

Behaviour Plans / Positive Handling Plans	Our first step is always to follow a child's individual Behaviour Plan or Positive Handling Plan . These plans are designed specifically for each child to help them manage their behaviour in positive ways.
De-escalation Techniques	If the plan isn't immediately successful and the situation escalates, our staff will use other " Team Teach " de-escalation techniques . These are strategies they've been trained in to help calm a situation without physical intervention
Restrictive Physical Intervention (Last Resort):	Only if all the above strategies have been tried and are unsuccessful will staff consider using a " Team Teach " restrictive physical intervention . Even then, the most important considerations are always whether the force used is reasonable and proportionate to the situation

When any technique is used, we always take into account a child's unique needs, including their age, special educational needs and level of development. During any incident of physical holding intervention, staff must seek as far as possible to reduce the child's level of anxiety during the restraint by continually offering verbal reassurance and avoiding generating fear of injury in the child. Staff will ensure that at least one other member of staff is present.

6. Different types of touch

There are four different types of touch and physical contact that may be used in school.

Definition	Example
Casual / informal / incidental touch	Staff use touch with pupils as part of a normal relationship, for example comforting a child, giving reassurance and congratulating. This might include putting an arm out to bar an exit from a room, taking a child by the hand, patting on the back or putting an arm around the shoulders. The benefit of this action is often proactive and can prevent a situation from escalating.
General reparative touch	This is used by staff working with children who are having difficulties with their emotions. Healthy emotional development requires safe touch as a means of calming, soothing and containing distress for a frightened, angry or sad child. Touch used to regulate a child's emotions triggers the release of the calming chemical oxytocin in the body. Reparative touch may include placing a hand on a shoulder or squeezing an arm.
Contact/interactive play	Contact play is used by staff adopting a role similar to a parent in a healthy child-parent relationship. This will only take place when the child has developed a trusting relationship with the adult and when they feel completely comfortable and at ease with this type of contact. Contact play may include an adult chasing and catching the child. This sort of play releases chemicals in the brain to calm, soothe and concentrate.
Positive handling – restrictive intervention	Legal framework and national guidance refers to the 'use of reasonable force' with the intention of protecting pupils and limiting damage to property. National guidance states that reasonable force may be used in the school to: Restrain a pupil who has lost emotional self-control until the situation is diffused. Limit the amount of harm that the pupil involved can do to themselves or others. Demonstrate to pupils that they are within a safe environment in which adults can contain pupils' anger and other erratic emotions. Protect all pupils against any form of physical intervention which is unnecessary, inappropriate, excessive or harmful.

7. Assessing Risk in Positive Handling

Using restrictive physical intervention is a serious step, and it's only considered when other ways of managing behaviour haven't worked, or if they're clearly not right for the situation, for example in an emergency.

Before any staff member uses physical intervention, they'll always quickly assess if the risk of not intervening is greater than the risk of intervening. Physical intervention will never be used as a punishment, and is not designed to cause humiliation or pain. While staff are not expected to intervene if it goes against their good judgment or puts them at unreasonable risk, they should always minimise risks to others. This might mean calling for help from another staff member or safely moving other children or objects away from the situation.

When it's clear that a child's behaviour might require the use of restrictive physical intervention, we will always create an individualised risk assessment. This helps us plan the most supportive and effective approach for that child and may minimise the need for positive handling and physical intervention. If deemed necessary, an Individualised Behaviour Plan will be written for the child and shared with staff and parents.

8. After an Incident: Our Steps for Positive Handling

When a positive handling incident occurs, we have a clear set of steps to ensure everyone's well-being and to maintain accurate records.

A. Recording the Incident

Immediately after any use of positive handling, the staff member involved must inform the Principal or a member of the Senior Leadership Team (SLT).

- A physical intervention form will be completed.
- The incident will be logged on CPOMS as soon as possible.
- The Bound and Numbered Book will be filled out as soon as possible, with the corresponding number noted on the CPOMS report for easy cross-referencing. This book is kept securely in a locked filing cabinet in the Principal's office.

B. Communicating with Parents

The Principal will ensure parents are informed about the incident and have an opportunity to discuss it. The decision on when and how to contact them (e.g., immediately or at the end of the day, by phone or in writing) will be made based on the specific situation. If a pupil has willfully damaged property, parents may be asked to replace, repair or reimburse.

C. Monitoring and Review

- The Principal (or Vice Principal in her absence) will monitor and sign the Bound and Numbered Book after each incident.
- If an Individual Behaviour Plan is already in place, it will be reviewed and updated as needed.
- If there is no plan, a meeting will be arranged as soon as possible with parents and relevant staff to create one.

D. Supporting Well-being

The well-being of both the child and staff is our top priority after an incident.

- A member of staff will have a time with the child who was positively handled to understand their views and feelings, calm them and support them to resume their usual routine.
- A member of the SLT will check in with the staff member involved to debrief and ensure they have time to talk about their own thoughts and feelings.
- The class teacher will speak with any other children who witnessed the incident, if it's appropriate to do so. For more information on our approach, you can visit the [Team Teach](#) website.

9. Injury

While our staff are trained in "Team Teach" techniques, with the aim to reduce the risk of injury, it's important to acknowledge that any time people use force to protect, release, or restrain, there's always a risk. Accidental bruising, scratching, or other minor injuries can sometimes happen. This is a rare side effect of ensuring a child's safety.

10. Complaints

This policy about reasonable force should reduce the likelihood of complaints. If a complaint made by a pupil, parent or other person in relation to the use of restrictive physical intervention within the school indicates that there has been an allegation of mishandling by a member staff, the school's complaints policy will be followed.

11. Staff Training

The Principal is responsible for making sure our staff has access to up-to-date "Team Teach" training in positive handling techniques. We provide this training to key staff members, and the records are kept by the DSL and SENDCO. Importantly, no staff member will ever be expected to use these techniques without the appropriate training. Under the Health and Safety at Work Act, all staff have a duty to report any health circumstances that could increase risks to their safety. If a staff member develops a medical condition, whether permanent or temporary, that might affect their ability to safely carry out a child's Behaviour Plan, they must report it to the Principal right away. This ensures the safety of everyone—the staff member, their colleagues, and the children. While "Team Teach" training helps reduce the risk of harm to staff, injuries can still happen. All such incidents must be treated and recorded according to school procedures.

12. Whistle Blowing

Although our **Team Teach** training teaches staff to ask for help and think about how they handled a situation, sometimes things can still go wrong, and it is acknowledged that under some rare circumstances, physical intervention can be misapplied. Staff are reminded that as part of their duty of care to pupils, they must report anything which causes them concern in relation to pupil management and welfare. Any such concerns should be raised with the Principal, another member of the Senior Leadership Team or, in the case of a concern about the Principal, the Chief Executive Officer in line with our whistle blowing policy.

Iver Village Infant Academy
Serious Incident Form - PH

Date & Time of Incident:	Location/s of Incident:	Staff Member Completing the Report:
Pupil:	Other Staff Present:	Other Witnesses
Behaviour/Triggers Displayed		
Techniques Applied to Diffuse	Humour, Verbal advice and support, Clear Directions, Negotiations Limited choices, Distraction, Diversion, Reassurance, Ignoring, Calm Voice, Withdrawal, Swap adult, Distraction, Diversion , Reassurance, Reminders about consequences, Success reminders, Other based on known/agreed personal techniques:	
Description of Incident		
Type of Hold Carried Out		
Duration of Hold		
Reason for Hold (risk or actual)	E.g. serious disruption, injury to self, injury to staff, injury to other pupil, damage to property (The school may ask parents to pay for any deliberate damage to property.)	

Signed (person completing the form)

Date.....

Signed (Any Staff Witnesses)

Date.....

Name and Signed (SLT).....

Date.....

