



KINGS PARK SCHOOL

POSITIVE HANDLING POLICY

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POLICY OWNER	HEADTEACHER
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	SIGNED	DATE
HEADTEACHER MISS S J WATSON		09/06/2025
PROPRIETOR MRS AMY SAUNDERS		09/06/2025

THIS POLICY IS UNDER REVIEW AND WILL BE CHANGING SHORTLY

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1.0 INTRODUCTION

Kings Park School is an independent specialist provision, offering support and education for children and young people from ages 7-16 with various individual needs. Each child and young person's support is guided by their Education, Health and Care Plan (EHCP), which outlines the provision required to meet their individual needs. With spacious, light-filled classrooms and a highly skilled team of specialist SEN staff, our school provides a calm and supportive environment where children and young people are empowered to move beyond past challenges.

Each learner follows a personalised timetable tailored to their individual needs and interests, with clear, achievable targets that promote motivation, confidence, and progress. In addition to the statutory annual review process, we conduct a broad range of formal and informal assessments throughout the year to monitor progress and adapt provision where necessary.

Classes are small with up to 8 pupils, depending on the individual needs. Each class is led by a teacher and supported by a dedicated teaching assistant, with additional teaching assistants provided where necessary and stated on the child's EHCP. Children and young people will be placed in a class based on suitability rather than age. Our nurture-based approach ensures that emotional wellbeing is prioritised alongside learning, and our classrooms are designed to be sensory-friendly, providing calm, supportive environments that help students feel safe, regulated, and ready to engage.

At Kings Park School (KPS), we place the safety, well-being, and development of our students at the heart of everything we do. Our positive handling policy reflects our commitment to providing a safe, inclusive, and aspirational learning environment for children and young people with a range of neurodivergent profiles and social, emotional and mental health needs.

Our approach is underpinned by current clinical research and national guidance, using trauma-informed, strength-based practices. We seek to nurture relationships, build emotional resilience, and empower children and young people to succeed academically, socially, and personally. This policy is guided by the belief that all behaviour is a form of communication. We place a strong emphasis on partnership with parents and carers, using regular communication and review meetings to share updates and respond promptly to any concerns. This ensures that support remains responsive, relevant, and aligned with each learner's evolving needs.

At Kings Park School we recognise that punitive approaches are not effective in supporting individuals to develop new ways of managing challenging situations. When staff feel that a consequence may be necessary, we always reflect on its purpose by asking: Who is the consequence really for, and whose needs does it meet? Our focus remains on restorative and supportive strategies that promote growth, understanding, and long-term positive change.

2.0 LEGAL FRAMEWORK AND GUIDANCE

This policy complies with the following statutory and best-practice guidance:

- Education (Independent School Standards) Regulations 2014
- Education and Inspections Act 2006, Section 93

- *DfE (2024) Use of Reasonable Force in Schools. Advice for Headteachers, Staff and Governing Bodies*
- *DfE (2024) Reducing the Need for Restrictive Intervention and Seclusion in Schools and Colleges*
- *DfE (2025) Keeping Children Safe in Education*
- *DfE (2023) Working Together to Safeguard Children*
- Human Rights Act 1998 and European Convention on Human Rights
- Equality Act 2010
- SEND Code of Practice (2015)
- Team-Teach (2023–25) Guidance and ICM Accreditation Standards

3.0 PURPOSE OF THIS POLICY

The purpose of the Kings Park School Positive Handling policy is to outline our approach to positive handling using a carefully considered set of strategies that prioritise the safety, dignity, and wellbeing of all.

The staff and governors take seriously its duty of care towards students, employees and visitors to the school. Staff protection is an important part of student safeguarding. Both depend on confident and competent staff who feel supported by the management. The first and paramount consideration is the welfare of the students in our care. The second is the welfare and protection of the adults who look after them.

Kings Park School is committed to reducing the use of restrictive interventions. We use Team-Teach accredited approaches to prioritise de-escalation, co-regulation, and emotional recovery. Physical intervention is only used when there is an immediate risk of harm and no other safe alternative exists. We monitor and analyse incidents to ensure continuous learning and reduction over time.

This policy is applied fairly and consistently to all pupils, with particular consideration for those with disabilities, communication differences, or sensory needs. Adjustments are made to ensure interventions are safe and equitable for every individual.

4.0 OUR ETHOS AND VALUES

We are guided by our school motto: ***"Inspiring Dreams, Building Bright Futures Together."*** Our core values are:

- ***Kind Words***: We speak with empathy and understanding.
- ***Positive Minds***: We approach challenges with optimism and resilience.
- ***Strong Hearts***: We show courage, compassion and strength in our relationships.

These values are more than aspirations—they are embedded in every interaction, decision, and environment within Kings Park School.

Kind Words reflect our belief in the power of language to heal, uplift, and include. Whether it is peer encouragement, staff guidance or family communication, we model respectful, thoughtful speech in all we do.

Positive Minds encourage our students and staff to reframe difficulties as opportunities to learn and grow. We promote a strengths-based approach that focuses on what each individual child can do and how they can build confidence through success.

Strong Hearts remind us of the importance of compassion, resilience and relationships. We teach students to persist through challenges, support others, and show bravery in being true to themselves. Together, these values underpin our approach to behaviour, learning, and building a safe, inclusive school community.

5.0 POSITIVE BEHAVIOUR MANAGEMENT

At Kings Park School, physical intervention is always a last resort, used only within a wider framework of positive behaviour support. Our approach centres on recognising effort, celebrating growth, and helping students take ownership of their own behaviour in a supportive and safe environment.

we believe in understanding the whole child. Our team actively observes early signs of distress, communicates openly about known triggers, and works together to reduce risks before a crisis occurs. Pupils are empowered to take part in shaping their own Behaviour Support Plans, exploring positive strategies and learning how to make safe, informed choices. Parents and carers are also invited to play an active role in this process.

When challenges do arise, our staff remain calm, compassionate, and ready to respond in a way that prioritises the safety, dignity, and wellbeing of all pupils. Our commitment is not only to manage behaviour but to nurture the emotional growth behind it.

6.0 TEAM-TEACH

All staff who may need to use physical intervention are trained in Team-Teach Positive Behaviour Support, accredited by the Institute of Conflict Management (ICM).

- The Team-Teach programme focuses on de-escalation, communication, and safe, respectful physical interventions.
- Initial training is a two-day course, followed by annual refreshers and biannual full re-accreditation.
- Staff practice skills regularly through scenario-based reflective supervision and CPD.
- KPS maintains an up-to-date register of trained staff and certificates, reviewed by the Headteacher each term.

7.0 BEFORE USING PHYSICAL INTERVENTIONS

At Kings Park School, staff are trained to respond with care, clarity, and keep calm when supporting pupils in moments of distress or dysregulation. Physical intervention is always a last resort. Our focus is on de-escalation and emotional safety.

Staff take effective action to reduce risk by:

- Showing compassion and concern, acknowledging the behaviour and offering positive alternatives through calm negotiation and reasoning.
- Giving clear, direct instructions to help a pupil stop and reset.
- Gently reminding the pupil of expectations and the likely consequences of their actions.
- Removing any audience and guiding vulnerable pupils to a quieter, safer space.
- Adapting the environment - such as moving furniture or removing potential hazards - to minimise risk.
- Using non-restrictive, positive guidance to escort the pupil to a less stressful environment.
- Informing colleagues and requesting assistance when needed to ensure a collaborative response.

In all situations, communication is key. Staff are encouraged to speak in a calm, reassuring tone throughout the interaction with the pupil.

8.0 USE OF RESTRAINT

Use of Physical Restraint at Kings Park School

At Kings Park School, physical restraint is used only as an absolute last resort when no other safe and realistic alternative exists, and only for the shortest time necessary. Our priority is always the safety, dignity, and wellbeing of the child. Staff are trained to conduct dynamic risk assessments in the moment or refer to an existing written risk assessment where applicable.

Team-Teach techniques used at Kings Park School are non-pain-inducing and designed to prevent injury. Prone (face-down) or supine (face-up) restraints are not permitted except where clinically advised and part

or a formally documented Positive Handling Plan. Any such exception must be risk-assessed, recorded, and authorised by the Headteacher.

We ask staff to think creatively and compassionately about how to reduce risk without physical intervention wherever possible. Any decision to use restraint must be reasonable, proportionate, necessary, and always in the child's best interest aiming to reduce, not escalate, risk.

Physical restraint will only ever be used under the following conditions:

- The member of staff has strong, justifiable grounds to believe that a pupil is in immediate danger of harming themselves, others, causing serious damage to property, or significantly disrupting the safe and orderly environment.
- Only the minimum force required to keep everyone safe will be used.
- Once the pupil is safe, staff will ease the restraint to support the child in regaining control.
- Restraint is never a punishment it is an act of care and protective intervention.
- Physical restraint must never be used solely to enforce compliance when no immediate risk is present.
- After any restraint, staff will offer time and space for the child to reflect and recover, followed by a debrief with the pupil (where appropriate) and timely communication with parents/carers.

Review and Reflection

We recognise that understandings of what is reasonable, proportionate, and safe evolve over time. Our approach will remain under regular review to ensure it reflects current best practice and the individual needs of our children.

9.0 POSITIVE HANDLING PLAN (INCLUDING RISK ASSESSMENT PROCESS)

At Kings Park School, we take a proactive and preventative approach to behaviour that may present risks. For pupils who may exhibit behaviours that challenge, a risk assessment is a vital part of ensuring everyone's safety and wellbeing. These are created in collaboration with staff, parents/carers, and where appropriate, the pupil themselves.

When thinking ahead to potential risks, we ask:

- Can we anticipate any health and safety risks linked to this pupil's behaviour?
- Do we have the information we need to create an accurate and meaningful risk assessment?
- Is there a written plan in place?
- What else can we do to reduce the chance of risky or unsafe behaviour developing?

In some cases, where there is a known likelihood for the need physical intervention for example, in response to a pupil's specific needs or diagnosis, staff will complete an **Individual Risk Assessment**. These assessments are always aligned with the pupil's EHCP and other planning documents and are regularly reviewed to ensure they remain current and effective.

Individual risk assessments are particularly important for pupils with SEND who may have:

- Communication difficulties that affect how they respond to verbal direction.
- Physical or sensory impairments
- Medical or neurological conditions that make them physically vulnerable (e.g. epilepsy, brittle bone syndrome)
- Dependence on medical or mobility equipment (e.g. wheelchairs, breathing or feeding supports)

Positive Handling Plans (PHPs)

A Positive Handling Plan (PHP) is developed for every pupil identified as presenting a risk of needing physical intervention. These personalised plans are created with input from parents/carers and are grounded in a deep understanding of the child's needs, strengths and what helps them to feel safe.

- Proven strategies that help the child stay regulated.
- Approaches or actions that should be avoided.
- Any physical interventions that have previously been effective.
- Techniques that must not be used due to ineffectiveness or past harm.

PHPs are considered alongside EHCPs, Individual Health Care Plans (IHCPs), and Pupil Passports. They consider each child's age, developmental level, needs, and lived experience. These plans are not static. They are reviewed regularly with parents and the wider team to ensure they remain helpful and relevant.

10.0 POST INCIDENT DEBRIEF

At Kings Park School, we believe that every incident, no matter how challenging, is an opportunity to learn, grow, and strengthen our practice. After any use of physical intervention or significant behavioural incident, a calm and supportive debrief will take place. This helps everyone involved reflect, recover, and move forward.

Our priority is to ensure that both pupils and staff feel heard, respected and supported. Time will be given to talk through what happened, share feelings, consider alternative strategies for the future, and develop mutual understanding.

We recognise that every individual is different, and the support needed after an incident may vary. A senior member of staff will check in with both the child and the adults involved. If anyone needs time to regulate, rest, or step away from the environment, arrangements will be made to accommodate this.

Following an incident, the leadership team may review the pupil's Positive Handling Plan (PHP), Behaviour Support Plan, or EHCP. Updates may also be made to this policy or the school's Behaviour Policy where relevant. Any further actions needed for either a pupil or staff member will follow the appropriate procedures.

Post-incident support will follow the Team-Teach 3-stage model:

1. Regulation – time and space for all involved to calm and feel safe
2. Reflection – facilitated discussion to explore what happened and feelings
3. Repair – collaborative problem-solving and restoration of relationships

Staff involved in incidents will also be offered debrief or supervision with a senior leader to support their wellbeing.

12.0 RECORDING

We follow clear procedures to ensure that all incidents, including the use of friendly guiding or physical escorting, are recorded appropriately.

- All incidents involving physical intervention or guidance **must be logged on CPOMS**.
- A full account of the incident must be completed within **24 hours**, and ideally before the staff member involved leaves site that day.
- Parents/carers will be invited to a meeting/telephone call and be provided with a copy of the signed incident report.
- All staff involved in the incident will contribute to the report to ensure a full and accurate record of the event.
- Any injury or harm to a pupil or staff member must be reported appropriately to **The Headteacher** and **The Governing Body**.

These procedures ensure that every incident is handled with clarity, care, and accountability, helping us to reflect, improve practice, and maintain a safe environment for all.

The Headteacher will review all recorded incidents weekly, analysing trends by pupil, time, location, and trigger. Data is presented termly to the Governance Committee to evaluate patterns and ensure policy adherence.

Any physical intervention that results in injury to a pupil or staff member, or where medical attention is required, will be reported to the local authority under RIDDOR and the Local Authority Designated Officer (LADO) if safeguarding concerns are raised.

13.0 EXTERNAL REPORTING

Where concerns arise about the misuse of restraint or failure to follow procedure, staff are encouraged to report this through the Whistleblowing Policy or directly to Ofsted. All concerns will be treated confidentially and investigated promptly.

14.0 MONITORING AND EVALUATION

The Headteacher will ensure that each incident is reviewed and investigate further as required. The Headteacher will provide a summary of positive handling data to the Chair of Governors termly. Any patterns indicating increased use will trigger a review of training, environment, and individual support plans.

15.0 COMPLAINTS AND ALLEGATIONS

Any complaints will follow the school's Complaint Procedure.

This policy will be reviewed by the Senior Leaders every year. At every review, the policy will be approved by the chair of governors.