

**Specialist Inclusion Support Service
ESBD TEAM
POSITIVE HANDLING PLAN (P.H.P.)
(PRIMARY SCHOOL VERSION)**

NB. All names are pseudonyms

Student: Brandon Wilson	School: Willow Fields School	Class: 3
Date of birth:	Lead staff member: Mrs. Jacobs	Date plan completed: 14/10/09
Plan number: 1	Review date:	

Positive Handling is the use of a range of strategies and interventions designed to reassure and support students in order to prevent concerns, emotional anxiety and low-level inappropriate behaviours escalating into situations of stress and conflict.

A Positive Handling Plan is designed to:

- indicate specific strategies that work effectively with an individual student*
- ensure that strategies are used consistently*
- enable staff and students to develop and maintain positive relationships*

PREVENTION:

How can crisis situations be avoided?

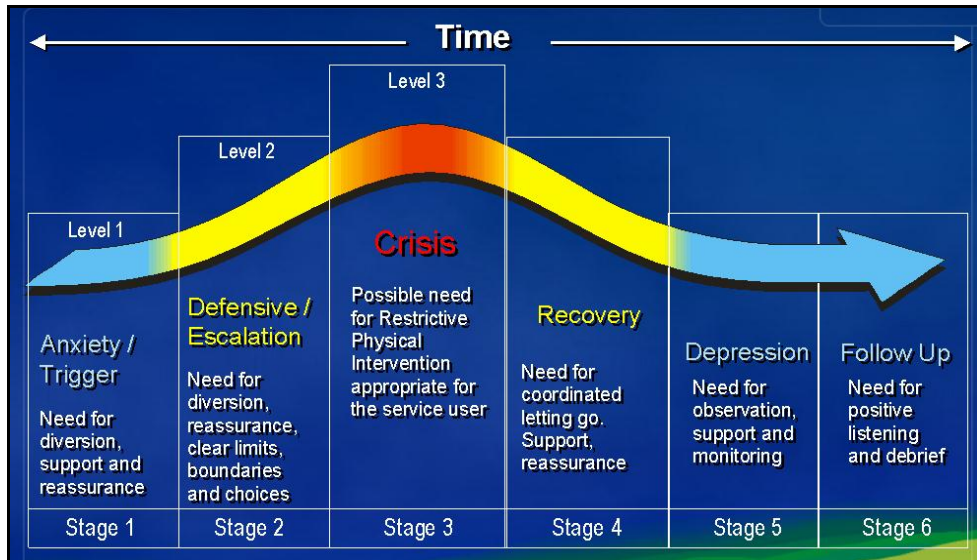
- Come into school through main entrance rather than playground entrance (so that Brandon is not in an over excited state having been playing physical games with other children before school).
- Brandon to attend Friendship Club at playtimes.
- Seat Brandon with, and group Brandon with, positive role models.
- Be consistent.
- Give advance notice of any changes.
- Positively phrase reasons for changes of activity (e.g. "Once you've tidied up we can go out to play.").
- Reduce noise and activity levels prior to potentially critical situations.

What triggers should staff be aware of?

- Playing with other children on the playground makes him over excited.
- Being asked to do something he doesn't want to (Brandon is likely to respond physically and/or aggressively).
- Asking Brandon to come away from an activity he likes to do (Brandon is likely to respond physically and/or aggressively).
- Asking Brandon to sit on the carpet with the other children or to sit in a place other than his chosen place.

THE 'CRISIS CURVE'

- Crises tend to follow the pattern outlined below. This document thus requires careful consideration of the observable behaviours which would indicate to staff which stage this particular pupil may be at and the most effective de-escalation techniques for each of the first three stages.



Acknowledgement: Bernard Allen & George Matthews, Team-Teach

BEHAVIOURAL INDICATORS:

- What does the behaviour look like at each of the first three stages?

<p><u>Stage 1: 'Anxiety / Trigger' (Early warning signs):</u></p> <ul style="list-style-type: none"> - Running around. - Answering back. - Refusing to follow instructions. - Makes 'claws' with his hands. - Taps is head. 	<p><u>Stage 2: 'Defensive / Escalation' (Signs that crisis is escalating):</u></p> <ul style="list-style-type: none"> - Squaring up to an adult - Loud voice - Throwing things - Running from classroom - Stamping feet - Answering back - Makes 'claws' with his hands. 	<p><u>Stage 3: 'Crisis' (The peak of the crisis):</u></p> <ul style="list-style-type: none"> - Hitting - Scratching - Baring teeth - Throwing - Stamping feet - Clenched fists - Hands around throat - Shouting - Running away - Punching
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DE-ESCALATION STRATEGIES

- At each stage of the crisis model:

- which strategies have worked? (highlight in green & comment)
- which strategies should be avoided? (highlight in red & comment)

Stage 1: 'Anxiety / Trigger' (Early warning signs):

Ignore.
Distract.
Egg timer.
Set clear boundaries.
Jovially remind Brandon of the benefits of making a positive choice.
Give Brandon a 'special job' to do.
Stay out of Brandon's personal space.
'Broken Record' technique.
Assertive language (e.g. I understand that. I need you to...").

Use loud voice
Persuasion
Sanctions and rewards
Engage in debate
Physical contact

Stage 2: 'Defensive / Escalation' (Signs that crisis is escalating):

Ignore if possible and no one in danger.
Remove from situation if possible.
'Safe Haven' – infant entrance.
Send for help discretely.
Stay out of Brandon's personal space.
Set clear boundaries.

Use loud voice
Persuasion
Sanctions and rewards
Engage in debate
Physical contact

Stage 3: 'Crisis' (The peak of the crisis):

Turn away (90 degrees).
Avoid eye contact.
Physical activity.
Stay out of Brandon's personal space.
Send for help discretely.
Remove from situation if possible.
'Safe Haven' – infant entrance.

Use loud voice
Persuasion
Sanctions and rewards
Engage in debate
Physical contact

ADDITIONAL INFORMATION / STRATEGIES

- Brandon can move through these stages extremely quickly. He then presents a danger to himself and others (adult and children).
- Good choice/bad choice chart has been used with limited success.
- Visual timetable unsuccessful.
- 1:1 support is successful but currently unsustainable.
- Friendship club successful overall.
- Play buddy – not successful.
- Individual adult playground support successful overall.

AGREED DE-BRIEFING PROCESS FOLLOWING AN INCIDENT:

- Turn egg timer and say “Tell me when you’re ready to put it right.” When he says he’s ready, say “Great, now we just need to give your body time to calm down too,” and turn it again (to allow time for chemical changes to dissipate).
- Debriefed by HT/AHT/DHT (but not LVS).
- Discuss with Brandon why he is being spoken to.
- Discuss with Brandon ways to put it right.
- Discuss with Brandon better ways to solve the original problem next time.
- It may be appropriate to give Brandon a chance to physically exert himself (e.g. run up and down the playground) in order to release the energy and adrenaline in order to allow him to calm more quickly. (Note – care must be taken to avoid rewarding a crisis with a chance to ‘play’).

THIS PLAN HAS BEEN AGREED BY:

School:

(Print & sign name/s)

Date:

Parents / Carers:

(Print & sign name/s)

Date:

Outside Agencies:

(Print & sign name/s)

Date: