

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

NB. All names are pseudonyms

Student: Charles Thompson	School: Green Lane Primary	Class: Year 1 - Owls
Date of birth:	Lead staff member: Brian Jacobs	Date plan completed: 19/01/2012
Plan number: 1	Review date: 06/02/2012	

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

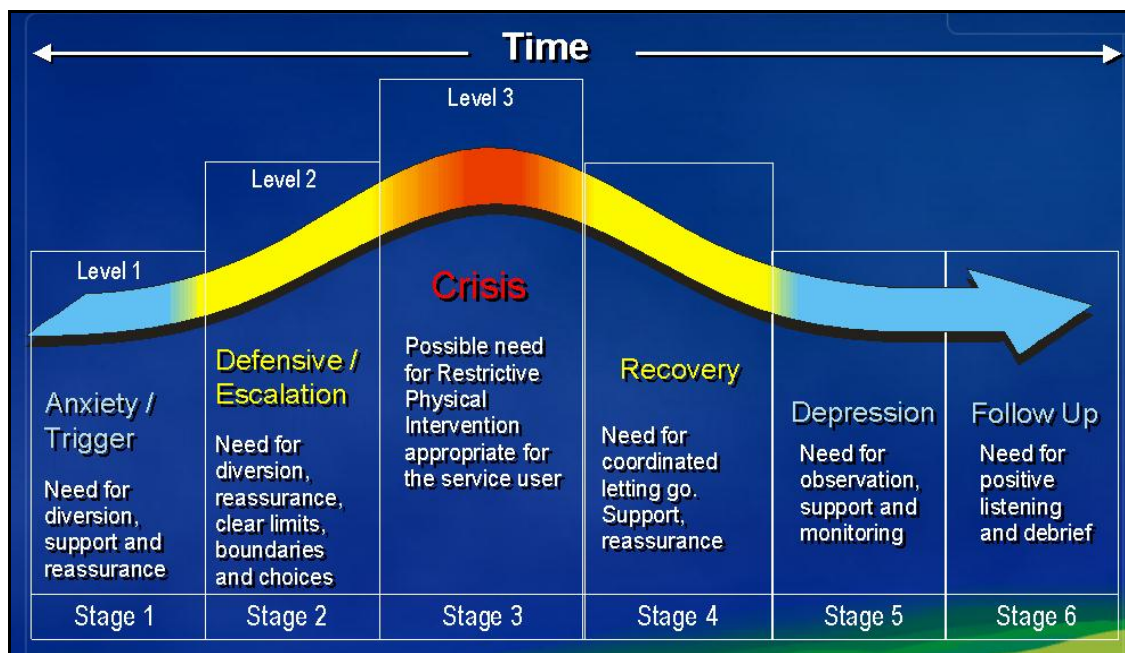
**PREVENTION:**

How can crisis situations be avoided? What triggers should staff be aware of?

- Subtly address any academic mistakes.
- Being told what to do by peers can be a trigger.
- Avoid prolonged 'teacher talk' sessions (e.g. lesson intro's).
- Ensure work is appropriately differentiated.
- Give clear instructions.
- Criticism.
- Losing games.

**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.



**BEHAVIOURAL INDICATORS:**

Document: Bernard Allen & George Matthews, Team-Teach

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

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

- \* Swinging legs under the table.
- \* Tapping feet.
- \* Tapping hands/objects on table.
- \* Curls into a ball.
- \* Calls out.
- \* Wanders around classroom.

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

- \* Curls into a ball.
- \* Argues back, loudly.
- \* Frowns.
- \* Pushes others away from him.
- \* Shouts.
- \* Moves away from others.
- \* Kicks out at other children.

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

- \* Throws objects.
- \* Pushes objects / other people away from him.
- \* Kicks objects / walls / doors.
- \* Hits / kicks other children.
- \* Runs away.

**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):**

- \* Positive language.
- \* Distraction
- \* Discrete redirection
- \* Active listening
- \* Reassurance
- \* Planned ignoring
- \* Reminders of past successes
- \* Give Charles a 'special job' to do.

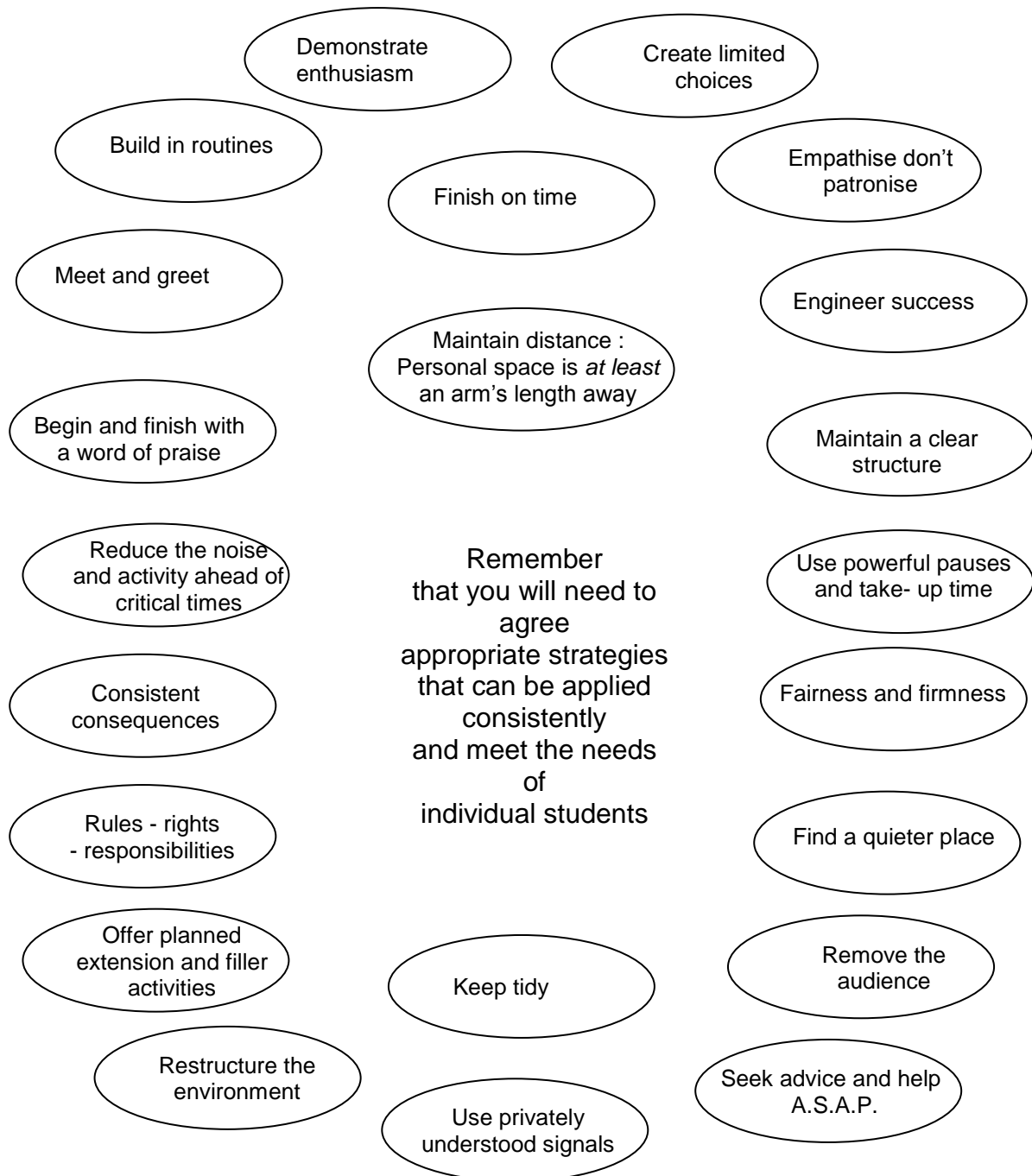
**Stage 2: 'Defensive / Escalation' (Signs that crisis is escalating):**

- \* Positive language.
- \* Distraction
- \* Discrete redirection
- \* Active listening
- \* Reassurance
- \* Planned ignoring
- \* '5 Step Approach'
- \* Safe Haven
- \* Remove from situation if possible.

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

- \* Safe Haven
- \* '5 Step Approach'
- \* Remove from situation if possible.

## SOME SUGGESTED STRATEGIES



### ADDITIONAL INFORMATION / STRATEGIES

This plan should be used in conjunction with Charles' 'Staged Approach'.

**RISK ASSESSMENT:** What risks and hazards are created by the issues identified above?

*Use the traffic light matrix to identify individual hazards and levels rating as 'R' 'A' 'G' for Red, Amber, Green.*

Impact / Severity	High	AMBER	AMBER	RED
	Med	GREEN	AMBER	AMBER
	Low	GREEN	GREEN	GREEN
		Low	Med	High
		Likelihood		

<b>Hazard: Interfering with electrical equipment</b>							
Initial risk			Control Measures: (existing controls / precautions) should be considered.	Net Risk			
Likelihood	Impact / Severity	Risk Level	Preventative & Protective Measures: (IP) = measures in place: (TP) = measures to be put in place / date of completion.	Likelihood	Impact / Severity	Risk Level	Member(s) of staff responsible
A	R	A	IP – Prevent Charles from crawling beneath tables in ICT suite. IP – Plug socket covers. IP – Securely store electrical equipment where possible.	A	R	A	CT / HT / SSA

<b>Hazard: .....Leaving building</b>							
Initial risk			Control Measures: (existing controls / precautions) should be considered.	Net Risk			
Likelihood	Impact / Severity	Risk Level	Preventative & Protective Measures: (IP) = measures in place: (TP) = measures to be put in place / date of completion.	Likelihood	Impact / Severity	Risk Level	Member(s) of staff responsible
G	A	A	IP – Locked exit doors (button release to be supervised by office staff). IP – supervised by SSA	G	A	G	CT / HT / SSA / Office staff

**AGREED DE-BRIEFING PROCESS FOLLOWING AN INCIDENT:**

**THIS PLAN HAS BEEN AGREED BY:**

**School:**  
 (Print & sign name/s)  
**Headteacher –**  
**Class teacher -**  
**SSA –**

Date: \_\_\_\_\_

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**Parents / Carers:**  
 (Print & sign name/s)  
**Mrs. Thompson**  
 Date: \_\_\_\_\_