

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

NB. All names are pseudonyms

Student: Liam Weston	School: Wheelwright Primary	Class: FS1
Date of birth:	Lead staff member: James Crawley	Date plan completed: 27/06/12
Plan number: 1	Review date: 17/07/12	

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

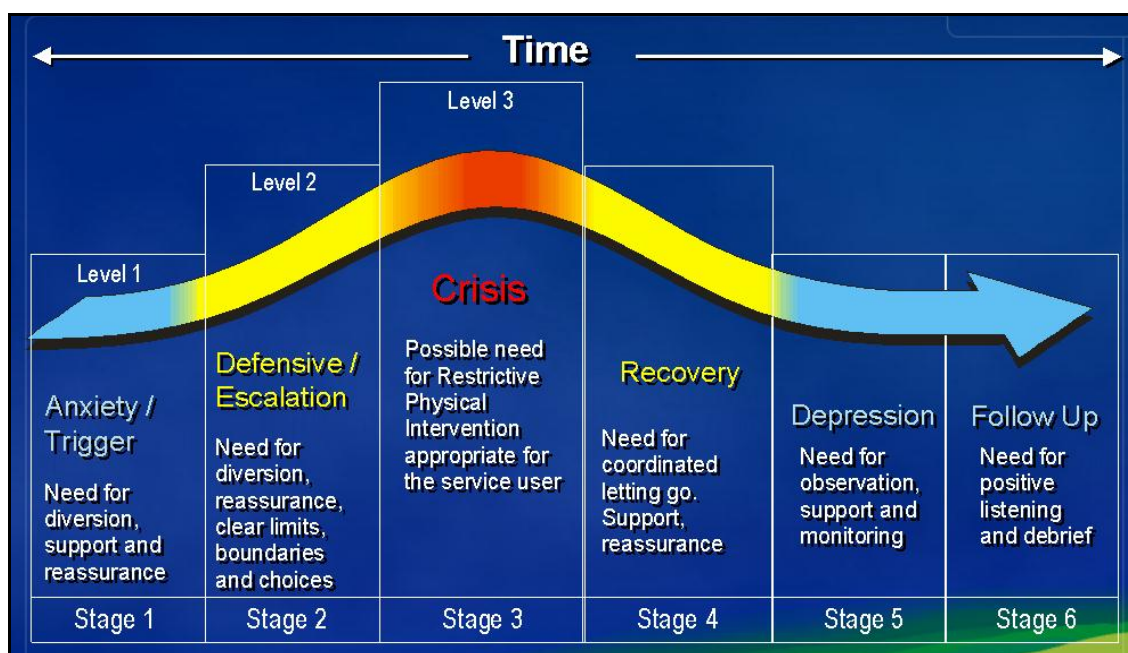
PREVENTION:

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

- Allow 'take up time' after giving instructions.
- 'First & Then' board.
- Thomas The Tank Engine carpet spot.
- Clear and consistent boundaries.
- Consistent routines (incl. early notification of change to routine).
- See SLCN guidance: e.g. Visual timetable / Picture cues / Makaton / Minimal language.

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">- Fidgeting.- Unco-operative.- Head down.- Avoids staff.- Shakes his head.- Complains of 'tummy ache'.	<p><u>Stage 2: 'Defensive / Escalation' (Signs that crisis is escalating):</u></p> <ul style="list-style-type: none">- Hiding (e.g. under chair / on shelf / in play oven).- Lying on carpet.- 'Thumb down' sign.- Prone crawling on carpet.- Throws objects.- Climbs.-	<p><u>Stage 3: 'Crisis' (The peak of the crisis):</u></p> <ul style="list-style-type: none">- Kicks.- Screams.- Shouts.- Throws objects.- Removes shoes & socks.- Runs.- Destroys objects.-
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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)

<p><u>Stage 1: 'Anxiety / Trigger' (Early warning signs):</u></p> <ul style="list-style-type: none">- Fiddle object.- Respond pro-actively by giving alternative activities (e.g. carrying out a kinaesthetic 'job' for the teacher).- Concrete, rhythmic tasks (e.g. colouring).- 'Comfort Zone' room.- Humour- Mentioning parental involvement	<p><u>Stage 2: 'Defensive / Escalation' (Signs that crisis is escalating):</u></p> <ul style="list-style-type: none">- Distraction.- Count to 3.- Provide choices (positive choice last) (incl. R.A.G. Apple behaviour system).- Respond pro-actively by giving alternative activities (e.g. carrying out a kinaesthetic 'job' for the teacher).- Humour- Mentioning parental involvement	<p><u>Stage 3: 'Crisis' (The peak of the crisis):</u></p> <ul style="list-style-type: none">- Safe Haven.- Time out in foyer.- SMT.- Restrictive Physical Intervention.- Humour- Mentioning parental involvement
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ADDITIONAL INFORMATION / STRATEGIES

Liam reacts very negatively to any mention of his parents as he can perceive this as a criticism of them or as a threat. He also fears their reaction to being informed of any incident. Avoid this trigger during crises.

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				

Hazard: Kicking

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	A	A	IP – Remove nearby furniture. IP – Remove nearby children & adults. IP – Close supervision	A	A	A	All FS1 staff.

Hazard: Throwing objects

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	A	A	IP – Remove nearby furniture. IP – Remove nearby children & adults. IP – Safe fiddle object. IP – Dangerous objects securely stored. IP – Only safe objects kept in Safe Haven. IP – Close supervision	A	A	A	All FS1 staff.

Hazard: Climbing

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 – Close supervision. IP – Remove nearby hazards	A	A	A	All FS1 staff.

AGREED DE-BRIEFING PROCESS FOLLOWING AN INCIDENT:

DEBRIEF MEETING WITH LIAM, THE CLASS TEACHER AND HIS PARENTS TO 'LIFE SPACE INTERVIEW' EVENTS AND IDENTIFY CHOICE POINTS WITH STRATEGIES TO IMPROVE FUTURE SITUATIONS.

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: