



## Positive Handling Plan

Student:

Year Group:

PHP Author:

Reviewed by:

Date of 1<sup>st</sup> Plan:

Review Date:

Named 'safe' staff:

### Context:

- When dysregulated, distressed or seeking sensory input or social communication, XX can exhibit challenging physical behaviours such as blocking doors, kicking doors or staff, go 'deadweight' in the classroom or stand at height, XX can also use language that is abusive and rude to peers and staff.
- XX can disrupt learning by shouting out, refusing to move or attempting to gain access to a room as well blocking exits. XX may also seek to experience pain by hurting herself or hurting others to cause herself pain. These experiences are physically and emotionally draining for XX and has triggered other students to retaliate verbally and/or physically.
- It is not always possible to remove the class or the audience as XX may block the only exit. This plan exists to facilitate this and similar scenarios where a physical intervention is required to escort XX away from the area.

### Purpose:

It is expected that staff use the full range of de-escalating techniques, including redirection, guide, block and change of face before engaging in a hold. Staff need to be united in their approach, speaking slowly and clearly, at low volume, giving very clear, short instructions in a calm voice. Providing XX with XXo options out of the situation is helpful as it allows XX to have an element of control and aids with her PDA.

### When escorting XX from a room:

- When the decision is made to escort XX from a room it is recommended that a XXo-person single elbow hold is used. XX is prone to go deadweight and drop to the ground.
- Staff should go to ground, safely, with XX and remain in the hold as taught in Team Teach. If that hold is compromised staff may need to disengage or adjust the hold whilst remaining alongside XX.
- Two staff, one either side of XX, using Caring C's on the wrist and on the inner upper arm, as close to the shoulder as possible. Lifting from the legs to prevent injury to self and to the student. This escort is only to be used for the shortest duration and distance. Once XX is out of the room XX must be safely released.
- XX will kick and punch out at staff while she is laying on the ground. If staff are unable to move away safely, they should use the palm of their hands on the outside of XX's knees or ankles to prevent XX from kicking them.
- Personal safety of staff and XX, is paramount and if possible, staff should attempt to move away from XX as soon as possible and change face to a preferred adult to enable regulation, calm and restoration to be undertaken.

### When standing on tables.

- Staff need to take the environment into consideration and if possible, remove the audience or class.
- It is only recommended to remove a student from height if the risk of remaining at height is greater than undertaking the hold or guide.

- When at height, the aim should be to prevent injury by managing a dismount or return to ground level. Physical intervention should only be used to brace for a dismount or to aid a return to ground level.
- Where XX is using movement to destabilise the table or wobble from height, therefore increasing risk, Caring C's should be used to stabilise the arm to the side of the student and ensure movement is limited and XX is guided to dismount and return to ground level. and reduce movement.
- The risk from engaging in a hold whilst XX is at height is very high as XX may fall or staff is at risk of being kicked.
- Where possible the table needs to be stabilised by a third member of staff to prevent it from turning over.
- Two members of staff, one either side supporting XX by holding onto her wrist with Caring C's.
- Position to be maintained whilst third adult speaks with XX or identifies a suitable distraction or redirection topic. Once calm, adults holding wrists, step away, XX dismounts and leave the space.
- The priority is to restore XX's emotional calm and enable, where possible a restorative strategy to return to learning.

**Conclusion:**

This plan has been written to address the key areas of risk presented by XX's dysregulation. As such, there may be times when these steps, which sit outside of the formal Team Teach strategies, may be required to support and keep XX and others safe. This plan has been discussed with parents and key staff and all have agreed to operate within the steps outlined above. All staff act within the remit of their Team Teach training and/or the Government guidance: [Use of Reasonable Force in Schools](#) published in 2013. Our positive handling policy is written in line with both these documents.

**Review and Update:**

We will regularly review and update this plan, using feedback from parents, student, staff and information collated in tracking the effectiveness of the plan. The aim is to reduce – to zero wherever possible – incidents of this plan being required. Any update to this plan will be reflected in XX's personalised risk assessment.

**By signing below, consent is given to follow this plan and share it with the team of class-based and pastoral staff teams.**

Role	Signature	Name	Date
Parent			
Parent			
Student			
Headteacher			
Deputy Headteacher			
Pastoral Manager			