



**THE FEDERATION OF MELLERS  
PRIMARY SCHOOL and NOTTINGHAM  
NURSERY SCHOOL  
HANDLING POLICY  
March 2026**

DOCUMENT ORIGINS			
Organisation	Federation of Mellers Primary School and Nottingham Nursery School	Version date	November, 2024
Owner	Lorna Dermody and Joy Buttress	Approved by (If applicable)	FGB
Next review date	November 2025	Approval date	

DOCUMENT VERSION HISTORY		
Revision date	Author of changes	Summary of changes
04/03/2026	Laura Patel	<p>Date on cover page</p> <p>References to Head teacher changed to plural</p> <p>All typing errors corrected and presentation (font italics) standardized</p> <p>Page 3- original policy referred to children's order 1995, 1998 which is Northern Ireland not England. Adjusted to Education Act 1996</p> <p>Page 3- definition of manual handling clarified with example of lifting a child to a change table- not positive handling</p> <p>Page 4 – removal of behaviour support team reference</p> <p>Page 4 – section heading not definitions but examples</p> <p>Page 5- named staff authorised changed to trained staff</p> <p>Page 7 – changed paragraph on recording</p> <p>Appendix 1 moved to examples section</p> <p>re-numbered appendices and added copies of documents</p>

## **1. The Legal Framework**

This policy should be read in conjunction with all other policies and not a standalone policy.

Positive handling should be limited to emergency situations and used only in the last resort. Use of physical force must be reasonable and comply with the Department for Education 'Use of Reasonable Force' guidance. Section 550A of the Education Act 1996 clarifies the position about use of restrictive physical interventions by teachers and others authorised by the Headteachers. It enables trained staff in the school, authorised by the Head teachers, to use such force as is reasonable in the circumstances, to prevent a pupil from:

- Committing an offence
- Causing personal injury to, or damage to the property of, any person (including the pupil himself)
- Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among its pupils, whether during a teaching session or otherwise.

(Examples of possible situations are given in Appendix 1)

### **2:1 Definition of Positive Handling at Mellers Primary School and Nottingham Nursery School and Training Centre**

This policy defines 'Positive Handling' in two senses – the daily activity of working with children and extreme incidents requiring intervention to keep children safe.

There are day to day activities that require adults to have physical contact with children including holding hands to play a game, comforting a child (these are examples and not limited to.) Whilst 'Positive Handling' is the positive application of force with the intention of protecting the child from harming themselves or others or seriously damaging property.

Lifting a child onto a change table is an example of "Manual Handling", in line with health and safety policies and practices.

### **2:2 General Policy Aims**

The policy aims to define both day to day physical contact and intervention named as 'Positive Handling.'

Staff are aware of their duties in line with day-to-day contact with children and examples of when physical contact is required as part of this. Staff are also aware of boundaries that must be kept in place in line with safeguarding children and their welfare.

Staff at Mellers Primary School and Nottingham Nursery School recognise that the use of reasonable force is only one in the last of a range of strategies available to secure pupil safety / well-being and also to maintain good order and discipline. Our policy on positive handling should therefore be read in conjunction with our Relationships Policy and our Safeguarding Policy.

### **2:3 Specific Aims of the Handling Policy**

To protect every person in the school community from harm.

To protect all pupils against any form of physical intervention which is unnecessary, inappropriate, excessive or harmful.

To provide adequate information and training for staff so that they are clear as to what constitutes appropriate behaviour and to deal effectively with violent or potentially violent situations. This is organised with the RPI (restrictive physical intervention) team as part of the Nottingham City Inclusion services.

### **2:3 Examples**

Within day-to-day activities, there may be instances where physical contact may be instigated by children or required as part of provision.

All moving and handling of a child or young person should be undertaken in a caring, sensitive manner, respecting their dignity at all times. We encourage children to instigate all forms of physical contact; however, staff may encourage children to hold hands or instigate this to support movement.

Children should be encouraged to walk and move freely without the need for adult intervention. However, if lifting is required, staff must lift children under the armpits using both hands and pulling them close into their body. Staff will remember that moving an object is not the same as lifting a child and will need to adjust accordingly to manage the weight of the child. If the child begins to struggle/wiggle whilst on the move, the adult must stop, put the child down and start again if necessary. This would also apply if children are being led by the hand and drop to the floor, so staff do not pull on the arm or lift by arms or wrists. Staff must never lift from the arm or wrists.

Staff must risk assess their own capacities and strength related to handling and the strength of the child and must not engage with this if they feel it would cause them harm. This applies to vulnerable adults (including but not limited to pregnant staff, those with physical disabilities etc.)

Examples of situations that may require restraint are when:

- a pupil attacks a member of staff, or another pupil
- pupils fighting

- a pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials, substances or objects
- a pupil is running in a corridor or on a stairway in a way in which he/she might have or cause an accident likely to injure her/himself or others
- a pupil absconding from a class or trying to leave school (NB this will only apply if a pupil could be at risk if not kept in the classroom or at school)
- a pupil persistently refuses to obey an order to leave an area
- a pupil behaves in such a way that seriously disrupts a lesson.

This list is not exhaustive.

### **3. Why Use Positive Handling?**

Positive handling should avert danger by preventing or deflecting a child's action or perhaps by removing a physical object, which could be used to harm him / herself, others or property. It is only likely to be needed if a child appears to be unable to exercise self-control of emotions and behaviour.

It is not possible to define every circumstance in which positive handling would be necessary or appropriate and staff will have to exercise their own judgement in situations which arise within the above categories. Staff should always act within the schools' policy on relationships, particularly in dealing with disruptive behaviour. Staff should be aware that when they are in charge of children during the school day, or during other supervised activities, they are acting in *loco parentis* and should, therefore, take reasonable action to ensure pupils' safety and well being.

Failure to positively handle a pupil who is subsequently injured or injures another, could, in certain circumstances, lead to an accusation of negligence. At the same time staff are not expected to place themselves in situations where they are likely to suffer injury as a result of their intervention.

#### **3.1 Alternative Strategies**

There are some situations in which the need for positive handling is immediate and where there are no equally effective alternatives (e.g., is a pupil is about to run across a road). However, in many circumstances there are alternatives e.g., use of assertiveness skills such as:

- the *broken record* in which an instruction is repeated until the pupil complies
- use of a distracter, such as a loud whistle, to interrupt the behaviour (such as a fight) long enough for other methods of verbal control to be effective
- withdrawal of attention (audience) e.g., if an action such as damage to property is threatened

- other techniques designed to defuse the situation, such as the avoidance of confrontation, or use of humour (in these cases the incident can be dealt with later when emotions are no longer running high)
- the employment of other sanctions consistent with the schools' policy on relationships.

### **3.3 Use of Positive Handling**

**Positive handling should be applied as an act of care and control with the intention of re-establishing verbal control as soon as possible and, at the same time, allowing the pupil to regain self-control. It should never take a form which could be seen as a punishment.**

Trained staff are only authorised to use reasonable force in applying positive handling, although there is no absolute definition of this, as what constitutes reasonable force depends upon the particular situation and the pupil to whom it is being applied. However, as a general rule, only the force necessary to stop or prevent the behaviour should be used, in accordance with the guidelines below.

There are some forms of physical intervention, which may involve minimal physical contact, such as blocking a pupil's path or the staff member physically interposing him or herself between the pupil and another pupil or object. However, in some circumstances, direct physical contact may be necessary.

In all circumstances other methods should be used if appropriate or effective positive handling should be a last resort. When positive handling becomes necessary:

#### **DO**

- Tell the pupil what you are doing and why
- Use the minimum force necessary
- Involve another member of staff if possible
- Tell the pupil what s/he must do for you to remove the restraint (this may need frequent repetition)
- Use simple and clear language
- Hold limbs above a major joint, if possible, e.g., above the elbow
- Relax your restraint in response to the pupil's compliance

#### **DON'T**

- Act in temper (involve another staff member if you fear loss of control)
- Involve yourself in a prolonged verbal exchange with the pupil
- Attempt to reason with the pupil
- Involve other pupils in the restraint

- Touch or hold the pupil in sexual areas
- Twist or force limbs back against a joint
- Bend fingers or pull hair
- Hold the pupil in a way which will restrict blood flow or breathing e.g., around the neck
- Slap, punch, kick or trip up the pupil

### 3.4 Actions After an Incident

Positive handling often occurs in response to highly charged emotional situations and there is a clear need for debriefing after the incident, both for the staff involved and the pupil. **A member of the leadership team should be informed of any incident as soon as possible** and will take responsibility for making arrangements for debriefing once the situation has stabilised. An appropriate member of the teaching staff should always be involved in debriefing the pupil involved and any victims of the incident should be offered support, and their parents informed.

If the behaviour is part of an ongoing pattern, it may be necessary to address the situation through the development of a **behaviour plan** (see appendix 1) which may include rewards and sanctions outside of the standard school policy as appropriate. It may also be appropriate for some children to have an **individual handling policy** (see appendix 2).

It is also helpful to consider the circumstances precipitating the incident to explore ways in which future incidents can be avoided.

All incidents should be recorded immediately on the **Record of Incident requiring RPI form** (see appendix 3). This became mandatory in September 2025. All sections of this report should be completed so that in the event of any future complaint or behaviour analysis, a full record is available. Staff will contact parents as soon as possible after an incident, normally on the same day, to inform them of the actions that were taken and why, and to provide them with an opportunity to discuss it.

A copy of this should be digitally uploaded to the child's records and a copy made available for parents.

Safe and wellness checks will be done on the child and staff members involved with any physical intervention.

## 4 Risk Assessments

If we become aware that a pupil is likely to behave in a disruptive way that may require the use of reasonable force, we will plan how to respond if the situation arises. Such planning will address:

- Management of the pupil (e.g., reactive strategies to de-escalate a conflict, holds to be used if necessary)
- Involvement of parents to ensure that they are clear about the specific action the school might need to take
- Briefing of staff to ensure they know exactly what action they should be taking (this may identify a need for training or guidance)
- Identification of additional support that can be summoned if appropriate
- Risk assessment written that will be shared with all staff working with the child (see appendix 4)
- Behaviour plan written that will be shared with all staff working with the child

In some instances, we may seek support from the Nottingham City Inclusion team services to ensure that we have the training and most up to date information in being able to support de-escalation strategies.

## **5 Complaints**

A clear positive handling policy, adhered to by all staff and shared with parents, should help to avoid complaints from parents. It is unlikely to prevent all complaints, however, and a dispute about the use of force by a member of staff might lead to an investigation, either under disciplinary procedures or by the Police and social services department under child protection procedures. It is our intention to inform all staff, pupils, parents and governors about these procedures and the context in which they apply.

Parents have the right to follow the complaints procedure on the Mellers Primary School and Nottingham Nursery School and Training Centre website if they cannot resolve the dispute through the normal procedure.

### **Appendix 1 - Example of behaviour plan**

### **Appendix 2 - Individual handling policy**

### **Appendix 3- Recording of RPI incident form**

### **Appendix 4 - Risk assessment**

### **Appendix 5- RAG assessment**

## Appendix 1 Behaviour plan

Name	Class	Date
<p><b>Potential triggers:</b> Frustration with task, not being given 1:1 attention/support, boredom, proximity to other high profile child, transitions, being told “no”, noise, unstructured time</p>		
<p><b>What we want to see</b></p> <p><b>Name is</b></p> <ul style="list-style-type: none"> <li>• Co-operating</li> <li>• Able and willing to listen</li> <li>• Concentrating and engaged</li> <li>• Coping with change</li> <li>• Making progress in the lesson</li> <li>• Working independently</li> <li>• Keeping her hands to herself</li> <li>• Able to tell an adult when she needs time out</li> </ul>	<p><b>Maintaining strategies/provision –see also provision map</b></p> <ul style="list-style-type: none"> <li>• Timetable talked through regularly throughout the day</li> <li>• 1:1 support with teaching assistants</li> <li>• Small group work</li> <li>• Use of a calm voice</li> <li>• Offer two choices (<i>we/you can do this or this NOT what do you want to do?</i>)</li> <li>• Shorter session times</li> <li>• Ready for learning calming time at the start of lessons (playdough, massage, craft activities)</li> <li>• Given responsibilities/opportunities to help</li> <li>• Clear instructions and expectations</li> <li>• Flexible seating</li> <li>• Identifying when a change of task is needed</li> </ul>	
<p><b>First indicators</b></p> <ul style="list-style-type: none"> <li>• Fiddly with her classroom items</li> <li>• Making silly noises</li> <li>• Getting out of her chair</li> <li>• Distracting others</li> <li>• Refusal to do work</li> <li>• Taking objects from other children</li> <li>• Appears tired (will sometimes say so)</li> </ul>	<p><b>Additional supporting strategies</b></p> <ul style="list-style-type: none"> <li>• Distract her with another activity e.g. a job of handing out books or engage in conversation</li> <li>• Reminders about behaviour we want to see</li> <li>• Positive reinforcement when desired behaviour is displayed</li> <li>• Removal to a quieter place</li> <li>• Give her a completely different task</li> <li>• Provide 1:1 attention/conversation</li> </ul>	

<ul style="list-style-type: none"> <li>• No eye contact</li> </ul>	
<p><b>Signs of continuing escalation</b></p> <ul style="list-style-type: none"> <li>• Additional strategies are making no impact</li> <li>• Refusal to co-operate with adults</li> <li>• Does not do as asked</li> <li>• Damages school property</li> <li>• Climbs (chairs, tables, walls, fences)</li> <li>• Rude to staff</li> <li>• Runs away</li> <li>• Increasingly aggressive to peers (punches, pinches, slaps)</li> <li>• Aggressive towards staff</li> <li>• Threatening behaviour (verbally)</li> <li>• Spits</li> <li>• Throws things</li> </ul>	<p><b>Reactive strategies/intervention</b></p> <ul style="list-style-type: none"> <li>• Call for identified handlers</li> <li>• Remove the class from the classroom</li> </ul>

## Appendix 2 Individual handling plan

<b>Name:</b> Click or tap here to enter text.	<b>Date:</b> Click or tap here to enter text.
<b>Principles:</b> This plan is underpinned by Positive Behaviour Support principles, focusing on teaching alternative skills and reinforcing positive behaviours. The health, safety, and dignity of [Insert Pupil Name], their peers, and staff will always be the paramount consideration. Any restrictive physical intervention will be: <ul style="list-style-type: none"><li>• <b>Reasonable, proportionate, and necessary</b></li><li>• For the <b>minimum time required</b> to restore and maintain a safe environment</li><li>• <b>Fully recorded and reported</b> in compliance with statutory requirements</li></ul>	
<b>Background and Individual Context</b> Click or tap here to enter text.	
<b>Risk Assessment Summary</b> Risk Level: High / Medium / Low Identified risks: Click or tap here to enter text.	
<b>Known Triggers and Early Warning Signs</b> <ul style="list-style-type: none"><li>• [Add specific triggers here]</li><li>• [Add early warning signs here]</li></ul>	
<b>Proactive Strategies</b> Click or tap here to enter text.	
<b>De-escalation Techniques and Procedures</b> Click or tap here to enter text.	
<b>Use of Reasonable Force</b> <i>Restrictive Physical Intervention will only be used as a last resort, for the minimum time required to maintain safety, and in compliance with DfE guidance. All staff implementing this plan must have completed accredited training in positive handling and de-escalation techniques (e.g. Nottingham City RPI Solutions, Team Teach, MAPA).</i>  The following techniques and strategies have been identified for this CYP: Click or tap here to enter text.	
<b>Recording and Reporting Procedures</b> <ul style="list-style-type: none"><li>• All incidents will be recorded in [system name]</li><li>• Parents/carers will be informed within 24 hours</li><li>• Reports will be reviewed by SLT</li></ul> Click or tap here to enter text.	
<b>Communication Plan</b> <ul style="list-style-type: none"><li>• Parents notified after incidents</li><li>• Multi-agency communication if required</li></ul> Click or tap here to enter text.	

<b>Review Schedule</b>
This plan will be reviewed <a href="#">Click or tap here to enter text.</a> or following any significant incident.

**Policy discussed with:**

<b>Child</b>	
<b>Class Teacher</b>	
<b>Support Staff</b>	
<b>Head Teacher</b>	

This plan prioritises the **avoidance of physical intervention** wherever possible. Unsafe behaviour will be addressed through **risk assessment, appropriate curriculum planning**, and proactive strategies such as **de-escalation, distraction, and diversion techniques**, in line with best practice. Physical intervention will only be considered as a **last resort**, when all other strategies have been exhausted and there is an imminent risk of harm.

This plan is compliant with the following legal and statutory frameworks in England:

- **Behaviour Management:**  
*Education and Inspections Act 2006 and DfE guidance *Behaviour in Schools: Advice for Headteachers and School Staff (2024)*, which emphasises creating a positive behaviour culture and using proportionate responses to misbehaviour. [\[gov.uk\]](#)*
- **Special Educational Needs and Disability (SEND):**  
*Children and Families Act 2014 and the statutory *SEND Code of Practice: 0 to 25 years (2015)*, which require inclusive practice and reasonable adjustments for pupils with SEND. [\[gov.uk\]](#)*
- **Equality:**  
*Equality Act 2010, which places a duty on schools to eliminate discrimination, advance equality of opportunity, and make reasonable adjustments for disabled pupils. [\[assets.pub...ice.gov.uk\]](#)*
- **Use of Reasonable Force:**  
*DfE guidance *Use of Reasonable Force in Schools (updated 2025)*, which states that reasonable force may only be used to prevent harm and must be the minimum necessary for the shortest time possible. Schools must record and report significant incidents and prioritise prevention and de-escalation. [\[gov.uk\]](#)*
- **Health and Safety:**  
*Health and Safety at Work Act 1974 and DfE guidance *Health and Safety: Responsibilities and Duties for Schools*, which require schools to manage risks and safeguard pupils and staff. [\[gov.uk\]](#)*

## Appendix 3 Record of RPI Incident Form



### Record of incident requiring RPI One form per incident – all parties to contribute



Pupil name	
Staff involved	
Names of others present	
Date, location and time of incident	

#### Key information

Were the staff involved RPI trained, with up-to-date refresher?	Yes /no	
Does the child have a risk assessment?	Yes /no	
Does the child have a handling policy?	Yes /no	
Were procedures followed according to the policy?	Yes /no	

#### Record of incident

Why was RPI necessary? <i>Further details in description of incident</i>		Hurt themselves or others
		Damage property
		Cause disorder
		Level of risk low
		Level of risk medium
		Level of risk high
Any other information on this		
De-escalation strategies <i>Number in order of strategies used</i>		Move to another space
		Remove obstacles/ equipment
		Move other child / children and adults
		Change activity
		Change adult
		Active listening
		Acknowledge / name feelings for child
		Given alternative / choice including consequences
Any other information on this		
Identified RPI technique used <i>Number in order of strategies used</i>		Bar over (2 person)
		Wrap over (2 person)
		Under arm thread (1 person) walking
		Under arm thread (1 person) sitting
		Reverse harness (1 person)
		Reverse harness (2 person)
		Reverse harness change of person
		Reverse harness (2 person) sitting
		Bar over (2 person) sitting, bar over shin
		Bar over (2 person) sitting, knee block
		Bar over (2 person) sitting, turn and tilt
	Shoulder harness	
How long were these techniques applied?		
Any other information on this		

### Appendix 3 Record of RPI Incident Form

Description of incident		
How was the incident resolved?		
Was a medical check offered to all involved	Yes / no	child
	Yes / no	Staff
Were any injuries sustained?	Yes / no	child
	Yes / no	Staff
If yes, please detail		

#### Follow up

	Yes / no	Notes
Head teacher informed?		
Parent / carer informed?		
Risk assessment written / reviewed?		
Alterations shared with staff		
Consequence / provision for child agreed		
Safeguarding issues considered		

#### Signature of all

Staff name	Staff signature	Role	Date
		Head teacher	Date

## Appendix 4 Risk assessment

### RISK ASSESSMENT: High Profile Pupil Risk Assessment (Page 1 of 2)

<b>Name of Pupil:</b>		<b>DoB:</b>	
<b>School/Academy:</b>		<b>Date of assessment:</b>	
<b>Who might be harmed?</b>	Staff, the named pupil, other pupils, new and expectant mothers	<b>How many are affected?</b>	
<b>Examples where this risk assessment is required:</b>	Significant risk of: violence to staff and other pupils, self-harm, absconding, fire setting, vandalism, threats, verbal abuse, sexualised behaviour, destruction of property, unsafe climbing.		
<b>Brief history:</b>			

#### a) Pupil Specific (colour code each row)

<b>LOW RISK</b> A low-level risk that needs to be monitored.	<b>MEDIUM RISK*</b> A risk that could result in minor injury/harm.	<b>HIGH RISK*</b> A risk that could result in a serious injury/harm or frequent minor injuries.
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Challenging behaviour displayed	Cues / Triggers	Likely function of behaviour (if known)	Strategies to reduce behaviour (control measures)	Frequency

## Appendix 4 Risk assessment

### RISK ASSESSMENT: High Profile Pupil Risk Assessment (Page 1 of 2)

\* Note: All violent incidents must be reported / recorded using the online system.

b) Whole School	
Area	Details e.g. date of policy / review date / further action required
Behaviour Policy (or equivalent)	
SEN Policy	
Individual Handling Policy	
Environment including use or change of classrooms, outdoor space, calming areas, sensory rooms.	
School employed staff (including supervision ratio, staff with specialised training)	
Educational Reviews (termly reviews, EHCP reviews, Child in Care (LAC) review)	
Additional Funding	
Training (e.g. Nottingham City RPI Solutions/ other RPI providers / other positive handling training, autism training)	
Agencies involved (IES, BST, EPS, social care)	
Other (e.g. transport)	

c) Further Information

## Appendix 4 Risk assessment

### RISK ASSESSMENT: High Profile Pupil Risk Assessment (Page 1 of 2)

d) Other relevant pupil documents (if necessary)		
	Yes / No / Not required	Notes
Individual Healthcare Plan		
Personal Emergency Evacuation Plan (PEEP)		
Manual handling (assisting people to move) risk assessment		
Education Health and Care Plan (EHCP)		
Other documents:		

e) Staff Sign Off			
Name of Person Completing Risk Assessment	Signature:	Date of Initial Assessment:	
Names of staff with day-to-day contact	Confirmation Signature†	Names of staff with day-to-day contact	Confirmation Signature†

† Confirming that the member of staff has viewed and understood the contents of this risk assessment.

## Appendix 4 Risk assessment

### RISK ASSESSMENT: High Profile Pupil Risk Assessment (Page 1 of 2)

#### f) Reviews / Amendments (ensure that staff re-sign and date this risk assessment following any reviews) ‡

Date of Review	Overview of changes

‡ Archive the previously completed version of the risk assessment before commencing the update.

#### g) Sharing Information

It is essential that this risk assessment:

- Is shared with all establishment / services within the council who the pupil accesses.
- Is referred to those sections that are responsible for the duty of care of the pupil and those responsible for the safety of the employee.

Name of Establishment	Name of person sent to	Date sent	Reason for sharing / referral

## Appendix 5 RAG plan

Safety Plan

Name

<b>Everything going well for me:</b>		
<b>When engaged with my work I will be...</b>	<b>I might be feeling...</b>	<b>What adults can do...</b>
<ol style="list-style-type: none"> <li>1. Smiling</li> <li>2. Laughing</li> <li>3. Talking to staff</li> <li>4. Sitting</li> </ol>	<ol style="list-style-type: none"> <li>1. Comfortable</li> <li>2. Safe</li> <li>3. Calm</li> <li>4. Relaxed</li> </ol>	<ol style="list-style-type: none"> <li>1. Come in and say hello</li> <li>2. Wonder aloud about my feelings</li> <li>3. Praise specific positive actions, efforts and work using growth mindset techniques</li> <li>4. Incorporate calming activities and body breaks into my timetable even when I am already calm</li> <li>5. Use of blob trees</li> </ol>

<b>Things are starting to be difficult for me:</b>		
<b>I might show you I am agitated by...</b>	<b>The trigger might be...</b>	<b>What adults can do to help me....</b>
<ul style="list-style-type: none"> <li>• Freeze/ tense</li> <li>• Leg might be shaking from the knee down</li> <li>• Tired, not smiling, not talking to staff</li> <li>• Flitting between activities/no engagement</li> <li>• No eye contact/ignoring</li> <li>• Not taking care of belongings</li> </ul>		

<b>Things are overwhelming for me:</b>		
<b>When I am in crisis I might...</b>	<b>I might be feeling...</b>	<b>What adults can do to support...</b>
<ol style="list-style-type: none"> <li>1. Climb on tables</li> <li>2. Hit others</li> <li>3. throw objects</li> <li>4. Hurt myself and adults</li> <li>5. Cry/scream</li> </ol>	<ol style="list-style-type: none"> <li>1. Frightened</li> <li>2. Anxious</li> <li>3. Ashamed</li> <li>4. Unsafe</li> <li>5. Angry</li> <li>6. Frustrated</li> <li>7. Confused</li> </ol>	<ol style="list-style-type: none"> <li>1. Find a safe space for me</li> <li>2. Reduce what you say to me – Try using gestures</li> <li>3. Give me space</li> <li>4. Use of positive hold.</li> </ol>

<b>Things that help me to calm at home</b>

### Reviewed by:

Key Principles when dysregulated

- 1 Remain calm.
- 2 Use minimal language.
- 3 Avoid instructional language