

**ADDINGTON SCHOOL (Next review Autumn 2017)**  
**POLICY ON POSITIVE HANDLING/PHYSICAL INTERVENTION WITHIN THE BEHAVIOUR POLICY**  
**Liz Meek (Head) & Simone Pengraeve (Behaviour Support Teacher)**



<b>PHILOSOPHY</b> We believe that:	<b>PRINCIPLES</b> We therefore intend to	<b>PROCEDURES &amp; RESOURCES IMPLICATION</b> We will achieve this by	<b>PERFORMANCE</b> We can judge performance by checking that
<ul style="list-style-type: none"> <li>• Positive Handling/ Physical interventions are used only within the philosophy of the School Behaviour Policy.</li> <li>• We should work within the guidelines of the law with minimal use of physical interventions</li> <li>• We have to be flexible in meeting the needs of pupils who attend Addington School.</li> <li>• All pupils' needs should be met at Addington School wherever possible including behavioural needs through the curriculum, Behaviour Policy and Positive Handling Policy.</li> <li>• It is our responsibility to determine the function of</li> </ul>	<ul style="list-style-type: none"> <li>• Adopt the Team Teach approach alongside Addington's Behaviour Policy (ICM accredited August 2015).</li> <li>• Develop systems within the guidelines including: DFE 2012, Wokingham Borough Council policy, ICM 2015 and BILD 2014 in order to provide the support the pupils require to regain control and manage their own learning.</li> <li>• Develop a proactive approach in the management of a crisis – based on the model of a gradual and graded continuum of measures to control challenging behaviour supported by training in a limited range of physical intervention techniques.</li> <li>• Ensure through training that staff do</li> </ul>	<ul style="list-style-type: none"> <li>• Basing all systems and training on good practice outlined in BILD 2014, DFE 2012, ICM 2015 and Use of Force 9/2012. This will ensure staff are clear about the types of incidents where physical control and reasonable force may be used.</li> <li>• Maintaining at least 4 staff members as Advanced tutors in Team Teach and supporting their continued development and re-accreditation.</li> <li>• Developing de-escalation strategies and alternative techniques alongside a range of graded responses.</li> <li>• Training staff in Team Teach alongside whole school behaviour management and guidance.</li> <li>• As a medium risk (Special service setting) a minimum of 12 hours initial training will be delivered – by a minimum of two trainers:                         <ul style="list-style-type: none"> <li>a) Trainees being assessed and physical handling techniques authorised.</li> <li>b) Register will be kept of authorised staff.</li> <li>c) Training offered at regular intervals including spot checks on practice.</li> <li>d) Maintain regular re-accreditation (6 hours) process</li> <li>e) Health and Safety – Personal risk</li> <li>f) Professional code of conduct</li> <li>g) Establishing a de-brief procedure for staff – provide support and professional development</li> <li>h) Ensuring staff are aware of the distinction between seclusion, time out and withdrawal</li> <li>i) Ensuring staff are aware of the distinction between planned physical interventions and emergency situations</li> <li>j) Ensuring staff involved in Advanced Techniques are trained in minimum safeguard standards for Employers and services using Team Teach Ground Recovery Holds</li> <li>k) All Team Teach Training records (In-house and off-site training), and</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• There is a reduction in the use of physical interventions employed for individuals.</li> <li>• Individuals are increasingly able to regain control and manage their own learning.</li> <li>• Staff are knowledgeable about and actively promote the philosophy around the school aims, Behaviour Policy and Team Teach.</li> <li>• Staff have training in and are competent in a range of Team Teach approaches including physical interventions.</li> <li>• Effective risk assessments and behaviour plans are developed in</li> </ul>

<p>challenging/ restrictive behaviours and support our pupils and colleagues with a proactive approach as part of the pupil's learning.</p> <ul style="list-style-type: none"> <li>• A calm and considered approach is essential for the management of crisis situations. For a proactive approach to be successful there is a need for an effective, co-ordinated inter-disciplinary team effort and supportive network for the pupil.</li> <li>• We should work with parents as partners in order to share responsibility and help the pupil manage their learning initially at school, at home and ultimately in all environments.</li> </ul>	<p>not employ techniques which may intentionally cause pain or injury.</p> <ul style="list-style-type: none"> <li>• Ensure that Positive Handling strategies are part of a complete overview of the pupil's education and management of learning.</li> <li>• Develop the competence and confidence of all colleagues who deal with crisis situations through Team Teach training and continued follow up support.</li> <li>• Develop a parent partnership approach alongside the multi-disciplinary team.</li> <li>• Maintain the Gold Standard Status of Team Teach to ensure the high quality of practice and development in the school.</li> </ul>	<p>incident documentation stored/archived following the guidance from TT/BILD/ICM and the Data Protection Act.</p> <ul style="list-style-type: none"> <li>• Ensuring staff are aware that risk reduction is not risk elimination, and that where physical intervention has been unavoidable the result may inadvertently cause harm/injury to student/staff</li> <li>• "Team-Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent "side-effect" of ensuring that the service user remains safe", George Matthews – TT Director, August 2015.</li> <li>• During training ensuring staff are aware of the risks encountered in relation to techniques used – gradual and graded responses.</li> <li>• Ensuring pupils with behaviour difficulties have Behaviour Management Plans – which specify: <ul style="list-style-type: none"> <li>a. Triggers</li> <li>b. Graded responses used to de-escalate</li> <li>c. Risk Assessment information</li> <li>d. Criteria (gradual-graded) for that child which justifies physical intervention</li> <li>e. Particular holds/techniques which are being used</li> <li>f. The repair and reflection techniques for that pupil</li> <li>g. The reporting process relevant to the child concerned</li> <li>h. Include a signed Agreement between those with parental responsibility</li> </ul> </li> <li>• Monitoring and evaluating incidents of physical intervention in order to identify training needs or alteration to practice for individuals or whole school.</li> <li>• Ensuring training for staff in Safeguarding, Duty of Care.</li> <li>• Maintaining link with Team Teach to update knowledge and gain support where necessary.</li> <li>• Establishing multi-professionals links to support the pupil or professionals, in order to achieve inter-disciplinary approach.</li> <li>• Working alongside parents to share knowledge and provide a consistent approach for the pupil.</li> <li>• All staff have access to a Behaviour Management folder where all appropriate information on positive handling of pupils is stored.</li> <li>• Ensuring all trained staff have a personal copy of the Team Teach Handbook for Reference.</li> </ul>	<p>conjunction with parents and multi-disciplinary teams and are monitored regularly.</p> <ul style="list-style-type: none"> <li>• Staff are trained in Safeguarding as part of induction and subsequently forms part of a rolling programme of updated training.</li> <li>• The in-house Team Teach trainers maintain their own training levels and links with external organisations.</li> <li>• Behaviour incidents are monitored and evaluated with the outcomes determining training, interventions etc</li> </ul>
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