

ADDINGTON SCHOOL (Next review Autumn 2018)
POLICY ON POSITIVE HANDLING/PHYSICAL INTERVENTION WITHIN THE BEHAVIOUR POLICY
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PHILOSOPHY We believe that:	PRINCIPLES We therefore intend to	PROCEDURES & RESOURCES IMPLICATION We will achieve this by	PERFORMANCE We can judge performance by checking that
<ul style="list-style-type: none"> • Positive Handling/ Physical interventions are used only within the philosophy of the School Behaviour Policy. • We should work within the guidelines of the law with minimal use of physical interventions • We have to be flexible in meeting the needs of pupils who attend Addington School. • All pupils' needs should be met at Addington School wherever possible including behavioural needs through the curriculum, Behaviour Policy 	<ul style="list-style-type: none"> • Adopt the Team Teach approach alongside Addington's Behaviour Policy (ICM accredited August 2015). • 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. • 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 	<ul style="list-style-type: none"> • 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. • Maintaining at least 4 staff members as Advanced tutors in Team Teach and supporting their continued development and re-accreditation. • Developing de-escalation strategies and alternative techniques alongside a range of graded responses. • Training staff in Team Teach alongside whole school behaviour management and guidance. • 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"> a) Trainees being assessed and physical handling techniques authorised. b) Register will be kept of authorised staff. c) Training offered at regular intervals including spot checks on practice. d) Maintain regular re-accreditation (6 hours) process e) Health and Safety – Personal risk f) Professional code of conduct g) Establishing a de-brief procedure for staff – provide support and professional development h) Ensuring staff are aware of the distinction between seclusion, time out and withdrawal i) Ensuring staff are aware of the distinction between planned physical interventions and emergency situations 	<ul style="list-style-type: none"> • There is a reduction in the use of physical interventions employed for individuals. • Individuals are increasingly able to regain control and manage their own learning. • Staff are knowledgeable about and actively promote the philosophy around the school aims, Behaviour Policy and Team Teach. • Staff have training in and are competent in a range of Team Teach approaches including physical

<p>and Positive Handling Policy.</p> <ul style="list-style-type: none"> • It is our responsibility to determine the function of challenging/restrictive behaviours and support our pupils and colleagues with a proactive approach as part of the pupil's learning. • 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. • We should work with parents as partners in order to share responsibility and help the pupil 	<p>behaviour supported by training in a limited range of physical intervention techniques.</p> <ul style="list-style-type: none"> • Ensure through training that staff do not employ techniques which may intentionally cause pain or injury. • Ensure that Positive Handling strategies are part of a complete overview of the pupil's education and management of learning. • Develop the competence and confidence of all colleagues who deal with crisis situations through Team Teach training and continued follow up support. • Develop a parent partnership approach alongside the multi-disciplinary team. • Maintain the Gold Standard Status of Team Teach to 	<ul style="list-style-type: none"> j) Ensuring staff involved in Advanced Techniques are trained in minimum safeguard standards for Employers and services using Team Teach Ground Recovery Holds k) All Team Teach Training records (In-house and off-site training), and incident documentation stored/archived following the guidance from TT/BILD/ICM and the Data Protection Act. • 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 • "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. • During training ensuring staff are aware of the risks encountered in relation to techniques used – gradual and graded responses. • Ensuring pupils with behaviour difficulties have Behaviour Management Plans – which specify: <ul style="list-style-type: none"> a. Triggers b. Graded responses used to de-escalate c. Risk Assessment information d. Criteria (gradual-graded) for that child which justifies physical intervention e. Particular holds/techniques which are being used f. The repair and reflection techniques for that pupil g. The reporting process relevant to the child concerned h. Include a signed Agreement between those with parental responsibility • Monitoring and evaluating incidents of physical intervention in order to identify training needs or alteration to practice for individuals or whole school. • Ensuring training for staff in Safeguarding, Duty of Care. • Maintaining link with Team Teach to update knowledge and gain support where necessary. 	<p>interventions.</p> <ul style="list-style-type: none"> • Effective risk assessments and behaviour plans are developed in conjunction with parents and multi-disciplinary teams and are monitored regularly. • Staff are trained in Safeguarding as part of induction and subsequently forms part of a rolling programme of updated training. • The in-house Team Teach trainers maintain their own training levels and links with external organisations. • Behaviour incidents are monitored and evaluated with the outcomes determining training, interventions etc
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<p>manage their learning initially at school, at home and ultimately in all environments.</p>	<p>ensure the high quality of practice and development in the school.</p>	<ul style="list-style-type: none"> • Establishing multi-professionals links to support the pupil or professionals, in order to achieve inter-disciplinary approach. • Working alongside parents to share knowledge and provide a consistent approach for the pupil. • All staff have access to a Behaviour Management folder where all appropriate information on positive handling of pupils is stored. • Ensuring all trained staff have a personal copy of the Team Teach Handbook for Reference. 	
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