

# Team Teach for behaviours

## **Behaviour is communication**

- We talk about behaviour as a way of communicating a need, and it's our job to work out what that need is.
- We help staff think about the best ways to respond when someone is feeling dysregulated, giving them "a toolkit of ideas" they can use to support children and young people.
- We discuss the language we use so we can talk respectfully about everyone.
- We help staff understand the law and how they should only use physical interventions when it is absolutely necessary.

## **How we respond to a crisis in The Canopy**

In The Canopy, we use the principles of Team Teach - this is a behaviour management framework that incorporates early intervention of challenging behaviours and de-escalation strategies but also can use Restrictive Physical Interventions (RPI)\*\* where necessary. RPI relates to both the physical restraint of children by staff and the practice of using Regulation rooms to help students' de-escalate when they are in an extremely heightened state and presenting as highly unsafe to themselves or others.

RPI will only be used by staff when all other strategies have failed. There are certain criteria that must be met before the decision can be made to use a physical restraint with a child. The reference for this is taken from the Department of Education July 2013 guidance 'Use of Reasonable Force'. These are:

- Prevent the child from hurting themselves
- Prevent the child from hurting others
- Prevent the child from damaging property
- Prevent the child from causing disorder

If a restraint is carried out then the minimum force necessary must be used for a minimum time and the restraint itself must be reasonable and proportionate to the behaviour being carried out by the child.

All incidents of restraint must be recorded in the Critical Incident Book as soon as possible and parents/carers informed on the same day that the incident has occurred. Only staff that have completed Team Teach training will be authorised to carry out a restraint on a child unless in extreme circumstances. All staff within The Canopy are Team Teach trained up to level 3, with new members of staff placed on a waiting list for the training to be completed.

Having too many members of staff in view during a restraint can contribute to children remaining in a crisis state, so if members of staff are not involved or helping it is essential that they move themselves away from the situation.

'Change of face' is an extremely important tool to use after an episode of restraint as it is very likely that in the initial period after being restrained the child will be very angry with the staff member/s who carried out the restraint. Therefore a 'change of face' to members of staff not involved in the restraint may help the child to regulate.

Team-Teach techniques seek to avoid injury to the child 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 child remains safe.

Additionally, due to the nature of the behaviours displayed by some children, there will be times when staff members receive minor injuries themselves. Any injuries that occur to children or staff during a restraint or episode of challenging behaviour by a child must be recorded in the critical incident book and an accident form completed.

### **Restrictive Physical Interventions – The nest**

In situations of extreme risk, to either students or staff, the child will be taken to the nest and will follow precise procedures. (Appendix A)

The nest can only be used as a last option when all other interventions have been tried and this is the only strategy left that will lead to restoring a safe environment.

As with Restraints, the nest can only be used if the threshold has been met for RPI as per the Department of Education July 2013 guidance 'Use of Reasonable Force'.

The member of the Safeguarding Leadership Team who attended the incident will ensure that they are part of the process of completing the critical incident book after the child has returned to their activity.

Additionally, if the child is open to Social Care on a Child In Need Plan, Child Protection Plan or Child Looked After Plan their allocated Social Worker also needs to be notified.

**\*\***Some children like to use the nest as a place to go when they are seeking a quiet area to process their emotions. If a child wants to use it for this purpose and the staff member would be content with the child leaving the room at any point, this is not considered a Restrictive Physical Intervention and does not need to be recorded as such. In these cases, the door will always remain open.

## Appendix A

