

Team Teach Policy



CONTEXT

It is advised that all staff should be familiar with the Government Guidance on the use of reasonable force in Schools. (July 2013) Reference: DFE-00295-2013

The Policy is best placed within the Behaviour Policy; it will be part of a graded response, and needs to be agreed in consultation with staff, management, management committee parents/carers, and pupils. It also connects to, and should be consistent with, policies on Health and Safety, Child Protection and Safeguarding, Equal Opportunities, Pastoral Care and Special Educational Needs.

OBJECTIVES

At Cestria we believe that pupils and staff need to be safe, pupils need to know how to behave, and know that the adults around them are able to manage them safely and confidently. For a very small minority of incidents only, will RPI (Restrictive Physical Intervention), be needed, and, on such occasions, acceptable forms of intervention are used. This policy should be used in conjunction with the school's Behaviour Policy and with any other relevant documents ie, Team Teach Workbook, Behaviour Management Plans.

The majority of pupils behave well and follow expectations of our school. We have responsibility to operate an effective behaviour policy that encompasses preventative strategies for tackling inappropriate behaviour in relation to the whole school, each class, and individual pupils, thereby preventing serious breaches of school discipline and serious damage to property.

All school staff need to feel able to manage inappropriate behaviour, and to understand what challenging behaviours might be communicating. They need to know what the options open to them are, and they need to be free of undue worries about the risks of legal action against them if they use appropriate physical intervention. Parents need to know that their children are safe with us, and they need to be properly informed if their child is the subject of the use of RPI including the nature of the intervention and the rationale for its use.

MINIMISING THE NEED TO USE RPI

In our school we aim to:

- Create a calm, atmosphere of safety and mutual respect, that minimises the risk of incidents arising that might require the use of RPI
- Use Restorative Approaches to teach pupils how to manage conflict and strong feelings
- De-escalate incidents if they do arise
- Only use RPI when the risks involved in doing so are outweighed by the risks involved in not using RPI
- Use Risk Assessments and Positive Handling Plans for individual pupils

STAFF AUTHORISED TO USE RPI

All teachers and staff whom the Head Teacher has authorised to have charge of pupils automatically have the statutory power to use RPI.

In some circumstances, staff whose jobs do not normally involve supervising pupils and volunteers, will be authorised to be in charge of pupils and therefore have statutory power to use RPI. In these cases, the Head Teacher or senior member of staff will inform the teachers and other staff (with permanent authorisation) who has temporary authorisation. We have members of staff in school who are trained in using Team Teach methods.

DECIDING WHETHER TO USE RPI

In our school, authorised staff will only use RPI when:
the potential consequences of not intervening are sufficiently serious to justify considering use

of RPI;

- the chances of achieving the desired result by other means are low
- the need for a dynamic risk assessment if deemed necessary and
- the risks associated with not using RPI outweigh those of using RPI

School staff (including people with temporary authorisation to have charge of pupils) will be kept informed about and advised how to deal with pupils who present particular risks to themselves or others (as a result of SEN and/or disabilities and/or other personal circumstances, such as domestic violence) by appropriate handover and liaison. School staff will minimise the highest risks, for example by calling the police if a pupil suspected of having a weapon seems likely to resist a search.

USING RPI

Before using RPI at our school, staff will engage the pupil in a calm and measured tone, making clear that their behaviour is unacceptable and setting out how the pupil could choose to change their behaviour. The use of RPI will only be proportionate to the level of risk and will be reduced at the earliest possible time. Staff will only use methods they are trained to use unless there is an extreme emergency and where there is no viable alternative. Staff are advised that, as far as possible, they should not use RPI unless or until another responsible adult is present to support, observe and call for assistance.

STAFF TRAINING

In our school, we have adopted the Team Teach approach to staff training. Trained staff are fully accredited and update their skills/re-accredit every 2 years. We consider all staff to have a responsibility for pupil behaviour. The Team Teach training includes de-escalation techniques which introduce the use of RPI at an appropriate time, based on a range of other options. Staff working closely with pupils with SEN or disabilities will undertake risk assessments to inform decisions regarding levels of staff training required.

These staff will also inform the circumstances in which the school will temporarily authorise staff or volunteers to have control of such pupils.

RECORDING and REPORTING INCIDENTS

It is School Policy that incidents where a member of staff has used RPI on a pupil, these incidents are recorded and reported. In our school we log incidents on CPOM's. The Behaviour Team monitors the number of incidents on a half termly basis and then monitored monthly by the governing body.

We record any Team Teach incidents on a recording sheet (Appendix 1) and this is logged on CPOMs. Parents/carers will be informed by a member of staff of any major incident when RPI has been used on their child, ideally by telephone as soon as practicable.

If it is likely that reporting the incident will result in significant harm to the pupil, then the incident will be reported to the Senior Leadership Team for deliberation.

POST-INCIDENT SUPPORT

Members of staff who have been assaulted may wish to report the incident to the police and/or seek advice and support from their trade union representative. If staff or pupils have been injured, immediate first aid will be provided and medical help accessed, if necessary. An Individual Behaviour Plan may be necessary to prevent and deal with any further recurrence of behaviour that could lead to the use of RPI. If necessary our school will also inform local authority children's services (Youth Offending Team; Educational Psychology Service; Child and Adolescent Mental Health Service; Social, Emotional and Behavioural Support Service). Staff will aim to help the pupil to develop strategies to avoid repeating the difficult behaviour.

School will provide ongoing support for staff and pupils as long as necessary in respect of:

- physical consequences
- emotional stress/loss of confidence
- opportunity to analyse, reflect and learn from the incident

COMPLAINTS AND ALLEGATIONS

Parents and pupils have a right to complain about actions taken by school staff including use of RPI. If a specific allegation is made against a member of staff, then our school will follow the guidance set out

in 'Keeping Children Safe in Education 2023'

Other complaints will be dealt with via the school's complaints procedure and dealt with by the Head Teacher. For further guidance see county policy on the use of RPI.

MONITORING AND REVIEW

This policy will be monitored and reviewed at the same time as the whole school receives Team Teach re-accreditation training.

Important Definitions

Seclusion - Forced to spend time alone against will

(requires statutory powers other than in an emergency)

Time out - Restricting positive reinforcement as part of a planned behavioural programme

(requires written agreed plan)

Withdrawal - removed from the situation but observed and supported until they are ready to resume

Single Elbow

Standing, sitting or kneeling alongside the person, holding the nearest forearm drawn back to be parallel to the ground with hands close to the chest and supporting pressure through the hip. The nearest hand holds the forearm with the other supporting the shoulder.

Double Elbow

Standing alongside the person, holding both forearms drawn back to be parallel with the ground with

hands close to the chest and supporting pressure through the hip. One arm is supporting the person's

back.

Figure of Four

Standing, sitting or kneeling alongside the client with the hand of the outer arm holding underneath the

person's nearest forearm and the other passing under the armpit, across the top of nearest forearm to

hold own wrist.

Back Ground Recovery

Kneeling alongside a supine person, entirely supporting own weight, securing the person's elbows at sides with hip and heel of hand on the floor. Ribs and abdomen are left clear.

Front Ground Recovery

Kneeling facing towards a prone person securing the wrist and elbow, limiting movement of the shoulder, but leaving ribs and abdomen clear.

Legs

Sitting or kneeling, entirely supporting own weight, using hip, arm and forearm to limit the range of kicking.



Head Teacher's Monitoring Form

- Was sufficient/appropriate de-escalation undertaken?
- Were there grounds for the use of physical control?
- Were approved/appropriate physical controls used?
- Has sufficient post incident action been taking?
- Has reporting been completed appropriately

Has HT recommended:

Implications for future management if required: Required/Not Required

Changes to risk assessment: Required/Not Required

Changes in personal support plan: Required/Not Required

Parent/carer informed by:

Signed:

Lorraine Gowland

Nicola Bentham

Team Teach Record



Pupil's Name:	Date:	Time:
---------------	-------	-------

Duration of entire incident: _____ minutes

Parents Contacted by:	Date:	Time:
-----------------------	-------	-------

Name(s) of staff involved:

Name(s) of staff witness:	Name(s) of pupil witness:
---------------------------	---------------------------

De-escalation techniques: (staff should always adopt a non-threatening posture, and number the other strategies used thus indicating the order of use)

*Verbal advice/support *planned positive distraction *negotiation *limits/consequences *reassurance *positive handling *time out offered/directed *tactical ignoring *change of adult *other

Length of time de-escalation techniques deployed: _____ minutes

Justification for the use of physical contact (tick and delete as necessary)

*prevent injury to pupils/staff/others *welfare & safety of child

Nature of physical controls used: Single elbow, Figure Four, Double elbow, Wrap, ½ shield & T wrap
 Effectiveness of technique 1= not effective to 5= completely effective PLEASE tick column I if injury is sustained in the hold

Seq	Hold	I	E	Min	Staff Involved	Position: Stand/sit
1						
2						
3						

Did the pupil go to the ground independently? Yes/No
 Was the pupil taken to the ground by staff? Yes/No
 Names of staff involved in the hold: _____