

Welcome to Team Teach

Information for families of children & young people



Who are Team Teach?

We train staff working in schools, and health and social care settings to support children and young people with their behaviour. We have trained over 300,000 people in more than 25 countries around the world.

Our approach to behaviour focuses on how someone is feeling and why they may be behaving in a particular way. This helps staff to build positive relationships with children and young people, find the best ways to support them, and keep everyone safe.

Most of our training is focused on supporting a child or young person, before they become distressed, to help them calm down. This is called de-escalation. In some settings, where it is appropriate, we also train staff with medically risk-assessed physical interventions, such as ways to hold or guide someone, to use only when it is necessary to keep everyone safe.

Useful words

- **Best interests:** Thinking about your child's wishes, feelings, values and beliefs (as far as possible) before making decisions.
- **Crisis:** When distress has caused your child to completely lose control of their emotions.
- **Dysregulated:** When someone is finding it difficult to manage their emotions.
- **De-escalation:** Helping someone to calm down in a safe way.
- **Incident:** When something has happened that had a significant level of risk, or when someone has been hurt.
- **Physical intervention:** Guiding, holding, or moving someone to keep everyone safe.
- **Risk assessment:** Thinking about where there could be a risk and what can be done to reduce or remove this risk.

It's all about **WHY** we do something

We think it's important to think about **why** we're doing something before we decide **what** we're going to do or **how** we're going to do it.

We help organisations think about their 'why' to make sure they put children and young people at the centre of their thinking, planning and how they respond to behaviour.

We can use this approach to think about children and young people's behaviour, too. We think it's more important to find out why they are showing a behaviour, rather than what the behaviour is. Behaviour is a puzzle, and we can put the pieces together to work out why it is happening.



Questions staff should use before making decisions

- How is this in the best interests of the child or young person?
- If we didn't take this action, is something worse likely to happen?
- Is it necessary to do this?
- If we wait, is it likely to get better or worse?



These questions help reduce risk and keep everyone safe.

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.

What are physical interventions?

A physical intervention means guiding, holding, or moving a child or young person away from a situation to keep them, and others around them, safe. It can be as simple as holding hands, linking arms or touching your child's shoulder. This can provide comfort and reassurance for your child.

However, there may be occasions when your child's behaviour is a serious risk to themselves or others around them. Staff may decide that they have to hold your child to keep everyone safe. We train staff in safe ways to do this to reduce the risk for everyone. Physical interventions to hold your child should be used as a last resort. Staff should use the least restrictive intervention that is likely to be successful in supporting your child.

Using physical interventions

- ✓ Physical intervention should only be used when it is considered necessary to reduce risk that cannot be managed in another way.
- ✓ Physical intervention must be used for the least amount of time possible.
- ✓ Any physical intervention must be proportionate to the risk it is trying to reduce.

Our training helps to reduce the likelihood of physical interventions being used, because we help staff take positive action before a child or young person is in crisis.

What should happen to support your child after a significant incident?

- 1 Emotional and physical first aid:** This should be the first priority for everyone involved.
- 2 Find out more:** A meeting should be arranged, either in person or on the phone, to discuss what happened.
- 3 Conversations:** Everyone involved should have the opportunity to talk about how they feel.
- 4 Risk assessment:** Staff decide what needs to happen now to reduce the likelihood of this happening again.
- 5 Updating plans:** It's important that any support plans contain all the information needed to best support your child.
- 6 Telling people:** Changes in support plans should be shared with you and everyone involved in your child's care.

Rights and responsibilities when something significant has happened involving your child

Your rights

To talk about what has happened to your child.

To understand what has happened, when it happened, and why it may have happened.

To know how an incident involving your child has been recorded and reported.

To know what will be put in place to reduce the likelihood of this happening again.

An organisation's responsibilities

To give you the opportunity to talk and be listened to.

To give an honest and factual account of what has happened and why it may have happened.

To tell you what has been recorded about the incident and who has been told about it.

To involve you in discussions, understand your views, and share plans and strategies with you.

Individual Support Plans

Your child may have an Individual Support Plan to explain the best ways to support them. This may be known by another name. Your child's plan should be shared with you and any professionals involved in their care. If any physical interventions are part of how your child is being supported, this should be recorded in the plan.

Have a question?

The school or organisation your child attends should have a behaviour policy, although this may be known by a different name. This should explain how they will support everyone with behaviour.

You can also talk to staff in the organisation your child attends if you have any questions, or would like something to be explained further.