

SHADES[®] FOR PRIMARY SCHOOLS

SAFE HANDLING AND DE-ESCALATION SKILLS



Trauma Informed SHADES

In recent years, particularly post pandemic, education professionals have been reporting significant increases in disruptive, distressed and aggressive behaviours in primary schools. Many behaviour-related challenges that would traditionally have been associated with secondary age pupils are now becoming increasingly common in primary settings.

Primary age children have very different needs psychologically, emotionally and physically, as such, when developing skills and approaches for supporting dysregulated and distressed behaviours in primary age children, these factors must be given careful consideration. We will help you to develop skills and approaches that are, most importantly, safe, ethical and effective.

Drawing from a strong evidence base and consultation this training is one of the only programmes specifically designed for working with primary aged children.

OUR USP

Headsight Training has one of the only courses on safe handling and de-escalation designed with specific consideration given to those working with very young or small children.

ICARS Report England 2023

data demonstrates that students with disabilities are disproportionately vulnerable to the use of restrictive practices and the enduring consequences.

Definition of restraint: **Restraint is classified as an act carried out with the purpose of restricting an individual's movement, liberty, and/or freedom to act independently.**

Equality & Human Rights Commission, 2019.

A TRAINING PROGRAMME DEVELOPED TO MEET THE NEEDS OF THOSE STRUGGLING TO TEACH AND SUPPORT CHILDREN AND YOUNG PEOPLE WITH DEMANDING, AGGRESSIVE AND/OR SELF-DESTRUCTIVE BEHAVIOURS.

COURSE CONTENT

This **two-day** training is specifically designed for teaching and support staff who experience challenging and high-risk behaviours with children and young people. Working from the principle that 'all behaviour is communication' and; the younger children are the more reliant they are on behaviour as their method of expression, the training will seek to provide participants with the best available tools to translate what's being expressed into effective support strategies.

Participants will develop practical skills and strategies to safely manage high levels of distress and risk behaviours.

The programme incorporates a range of evidence based strategies in distress management, self-regulation and de-escalation skills and; the development of effective non-verbal communication through presence and vigilant care.

There are a number of physical skills taught within the programme to ensure the safety of all those concerned at times of crisis but **does not teach 'restraint' techniques.**

This programme is certified and fully insured, and meets The British Institute of Learning Difficulties (BILD) best practice standards. All de-escalation and physical skills are consistent with the Restraint Reduction Network (RRN) curriculum.

By the end of the programme participants will have:

- An understanding of the impact of early life trauma on development and behaviour.
- Strategies for addressing underlying motivations for behaviour.
- Gained insight into the importance of containment as a tool for managing acute distress.
- An understanding of the role of safeguarding and the law as it relates to managing challenging and high-risk behaviours.
- Developed and practiced skills in de-escalation and conflict management.
- Developed physical skills to safely manage aggression, crisis and acute distress.

NEXT STEPS

ADDITIONAL SUPPORT

It is not ethical or effective to train all staff in highly restrictive physical skills however, there are some occasions where they are required to safely manage a child's risk to self or others. Where such incidents occur we will offer additional support in terms of post incident debrief and behaviour formulation to inform the further development of behaviour support approaches and; where it is foreseeable, and there is a risk assessment in place, that requires additional physical skills to manage risk, we will teach specific skills to address this for those staff working directly with the child.

Education staff experience the 6th highest level of violence at work, out of 25 related professions.(2019/20 CSEW)

6% of teachers report being physically assaulted by pupils in the last year (NASUWT 4/21)

53% teaching/classroom assistants had experienced physical violence in the last year. (Unison 2016)

Research shows (EEF) that post COVID 73% of education staff expressed concerns about the social and emotional development of children and 64% in relation to communication and language.

NOW & NEXT

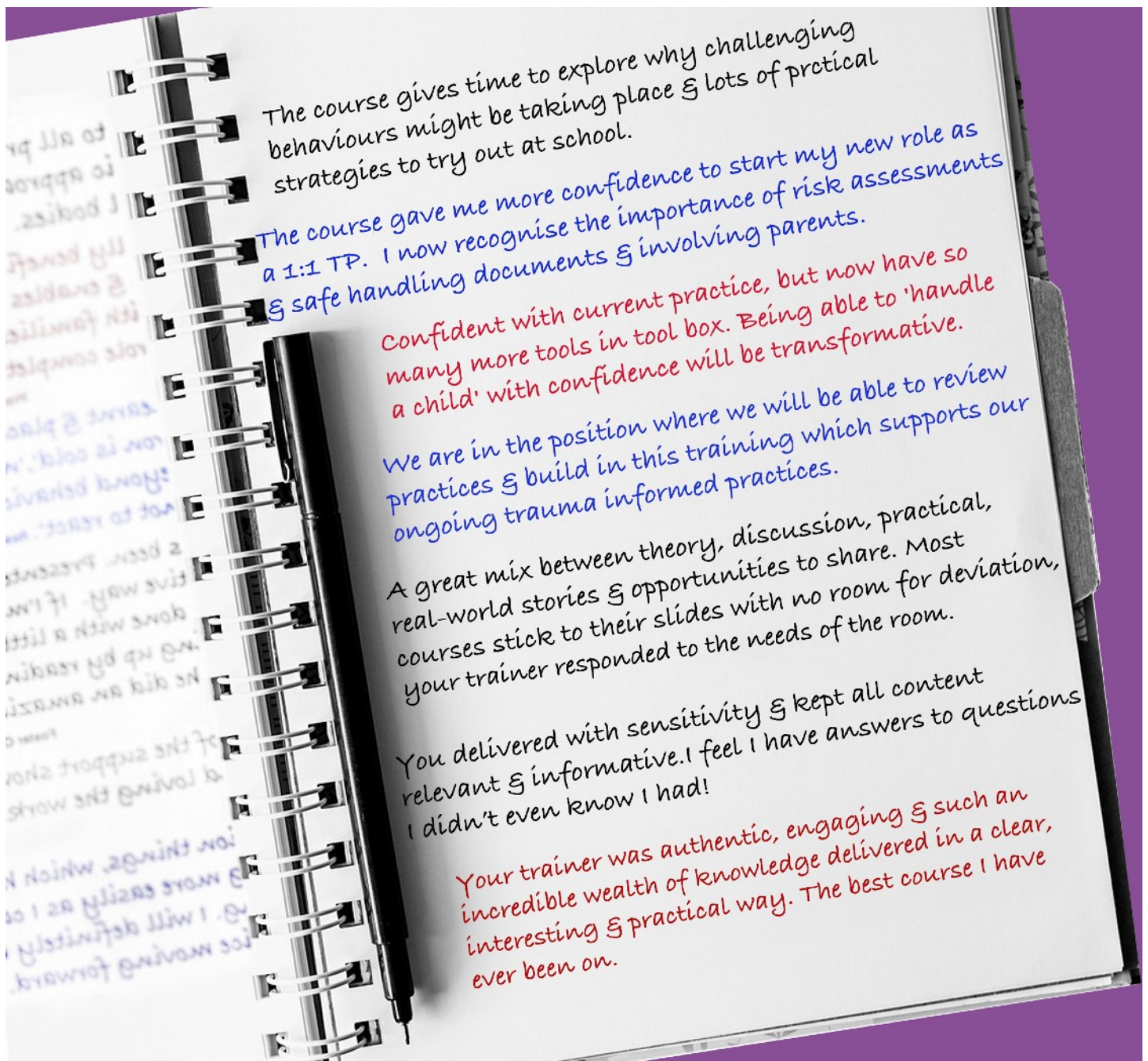
When it comes to behaviours of concern and risky behaviours, this research matters more than just the presenting concerns and lost progress. The impact of these losses means that children increasingly struggle to form safe and sustainable relationships with both peers and adults leading to increased levels of anxiety, distress and conflict which, in turn presents as an inability to cope in the broader social environments such as schools.

Most importantly a child's capacity for learning and development is directly related to their capacity for relationships. To begin to address the behaviours of concern, build resilience and access to learning, we need an approach that focusses on the underlying motivators for behaviour and does not just seek to 'manage' behaviour.

For children positive touch and warmth is critical to their development of secure attachments and access to learning.

IN 8/10 BEHAVIOUR SUPPORT INTERVENTIONS, NO FURTHER PHYSICAL SKILLS ARE REQUIRED TO BE TAUGHT.

Why? And What Others Say....



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