

New Park House Behaviour Management Policy

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Introduction

This document is designed to support staff with encouraging positive behaviours and the safe management of challenging behaviours. It explains what reward systems are in place and what non permissible and permissible sanctions are available for staff to use.

Team Teach is the Barnet approved method of training when working with young people in situations that require de-escalation techniques and physical intervention. This document provides clear definitions of the types of physical interventions and how to record these.

Within a residential setting challenging situations and behaviours displayed by young people can occur as a result of inconsistent messages being given by staff, learnt behaviours, feeling unsafe, not being treated equally, not being listened to, assumptions being made and our own verbal and non verbal communication to name but a few. This document will address the common triggers and provide guidance to prevent the likelihood of these occurring through staff managing in a consistent and professional manner.

1 Promoting Positive Behaviour

Living in a residential environment can bring additional difficulties to living in the family home. Being cared for by different adults who have different styles of parenting, expectations, values and beliefs will be a challenge for most young people. To minimise the impact of this staff need to ensure they work consistently and within any arrangements that have been agreed within the home.

1.1 Staff are required to be self reflective practitioners and consider what impact their own behaviour has or had on any given situation. Consider using the following;

- Gentle and kind tone of voice
- Non threatening body language
- Humour (in appropriate situations to lighten things up)
- Active listening
- Non inflammatory language (avoid sentences such as; Don't, Stop, Calm Down)

1.2 Staff need to be aware of how to build and maintain positive relationships. Positive relationships have the following elements;

- Genuine interest/concern
- Trust – keeping to your word and not making promises that can't be kept
- Boundaried but fair
- Consistent

- Nurturing (as the adult/parent)
 - Honesty
- 1.3 Boundaries/homes expectations are in place to support staff in providing safe and consistent care where young people know what acceptable and unacceptable behaviour is. They are not to be used in a punitive manner or to give staff power over young people. Although some may be flexible and open to negotiation they must not be overridden so that the young person 'likes' the member of staff.
 - 1.4 The staff team should be consistent and enforce the homes expectations and boundaries agreed by the staff team. In the exceptional event that staff need to be flexible and step outside of any agreements they must record a valid reason in the young person's daily log.
 - 1.5 The New Park House Care Plan will assist staff in promoting positive behaviours and ensures the team takes a consistent approach.

2 Rewards

- 2.1 Reward Chart - For young people under the age of 15yrs old a reward chart is used to encourage positive behaviour. Link workers should ensure the chart is completed and reviewed with the young person at least monthly. A reference of it being reviewed must be recorded in linkwork notes and the chart adjusted accordingly. Before staff go off shift they must tick the relevant boxes to indicate positive behaviour achieved or X to indicate negative behaviour displayed.
- 2.2 Young people that are 15 yrs or older are rewarded financially through the Life Skill Pack.
- 2.3 Financial Rewards – Financial rewards are permissible in some situations e.g. a reward of a Poster for attending school all week. However, regular financial rewards must be agreed by the deputy or unit manager.
- 2.4 All young people can be rewarded for settling at night at the agreed time. This will be on their reward chart, which will be sanctioned if they do not settle at the agreed time. However, waking night has the ability to negotiate and change previous decisions in some cases.

3. Permitted Disciplinary Measures and Sanctions

- 3.1 It is recognised that some form of sanction will be necessary in responding to behaviour, which is unacceptable. However there should always be a system of rewards as well as sanctions.

- 3.2 Children and young people should be encouraged to behave well by the frequent expression of approval by staff and by the general use of rewards rather than by the extensive imposition of disciplinary measures/sanctions.
- 3.3 Young people should be given a warning before a sanction is imposed, e.g. "if you continue throwing the fruit you will need to replace it from your pocket money".

Where sanctions are felt necessary they should be relevant, implemented in a timely manner, fair and time limited. By the very nature of children's settings young people will be dealt with by a number of adults, this can seem to compound misbehaviour and undermine a child's self esteem. Staff need to recognise when a situation has been dealt with and ended. The following guidance and sanctions should always be adhered to.

- The sanction should always be relevant, related and appropriate to age and individual circumstances.
- Sanctions should always be recorded in the sanctions book and a copy placed on the young person's file. Each entry should be written in appropriate language. The record should show the name of the child, details of the inappropriate behaviour, young person's comments, name's of staff present and the date and nature of the sanction. Each entry should be signed on behalf of the responsible authority and by young person.
- Sanctions must be time limited, and a young person will know for how long they will apply.

3.3 Permitted Sanctions

- Natural consequence
 - Talking about behaviour with a member of staff
 - Curtail a leisure activity
 - Additional household chores
 - Increased supervision
 - Restitution
 - Reparation
 - Withdrawal of adult approval
 - Supervision of pocket money
- 3.4 If a young person causes wilful damage or misappropriation of monies or goods belonging to others the young person could be required to pay for, or contribute towards, the cost of repair or replacement. In these circumstances up to a maximum of two thirds of a child's pocket money may be withheld for up to four weeks.

3.5 In exceptional cases a young person may be given time out of the placement for a period of one week. The purpose of this will be to give them time to reflect on their behaviour, take responsibility for their actions and make the necessary changes to prevent a permanent move in the future. The decision to give time out can only be made by the unit manager in conjunction with their line manager. The young person would normally have a written warning drawn up by the unit manager and social worker prior to time out being imposed. Only in exceptional situations will time out be used without a previous warning or written agreement. The reviewing officer should be informed of any time out.

4 Prohibited Measures

Prohibited Measures are detailed below:

4.1 Corporal Punishment -These are strictly prohibited.

Any application of force as punishment, including slapping, throwing objects, rough handling, pushing or punching in the heat of the moment in response to violence from a young person. These are strictly prohibited

4.2 Deprivation of Food and Drink - Strictly prohibited

Deprivation of food and drink should be taken to include the denial of access to the amounts and range of foods and drink normally available to children in the home, but not when it is withheld on medical advice. Equally it would be inappropriate to force a child to eat foods that they dislike.

4.3 Restriction or Refusal of Visits/Communications – Strictly prohibited.

The value for most children maintaining contact with their families and friends cannot be overstated.

The restriction or refusal of contact as a punishment is not permitted but it is recognised that in some circumstances, as part of the management and planning of care, some restrictions may have been placed on contact. In general, arrangements for making and receiving visits and for other contacts will have to be compatible with the reasonable requirements of the relevant management of the home. It will continue to be legitimate to manage unplanned visits.

4.4 Requiring a Child/Young Person to Wear Distinctive Clothing - Strictly prohibited

Distinctive or inappropriate clothes should be taken to include not only any recognisable punishment uniform or badge but also clothes and footwear that are not appropriate for the time, weather or activity.

4.5 The Use or Withholding of Medication or Medical or Dental Treatment – Strictly prohibited

This is dangerous and unacceptable.

4.6 Use of Accommodation to Physically Restrict the Liberty of any Child or Young Person - Strictly prohibited

This is totally prohibited in community homes except in premises approved by the Secretary of State for use as secure accommodation. It is appropriate to “ground” a young person occasionally as a sanction, however such 'grounding' relies on the young person's co-operation and force will not be applied to enforce it. Also see Physical Intervention

4.7 Intentional Deprivation of Sleep - Strictly prohibited

Apart from the grave psychological damage deprivation of sleep could inflict; it could seriously affect the physical health of the young person. However it is recognised that where a young person is purposefully staying up at night times that they will be woken up at a reasonable time in the morning. Young people should be informed of this if they are refusing to settle. Any ongoing problems with a child not settling should be discussed in their placement review or with their social worker.

4.8 Imposition of Fines - Strictly prohibited

Fines imposed by courts must be paid but it is not considered appropriate for those caring in homes to impose such sanctions. Fines are distinct from reparation.

4.9 Intimate Physical Searches - Strictly prohibited

Intimate physical searches of children are totally unacceptable. Occasionally, and not as a punishment, a search of a child's clothing maybe necessary – e.g. weapons – but when this does not allay anxieties about the child's safety or that of others he will have to be kept apart from the group if possible and closely supervised by a member of staff.

If it is suspected that a child has secreted drugs on their person, then staff should follow the procedures for drugs [CH4](#).

Young people should be made aware of expectations about behaviour and the range of rewards and sanctions. This

information will be provided to them both verbally and in writing on their admission.

4.10 Emotional Abuse - Strictly prohibited

Using language or non physical actions with the *intention of purposefully empower oneself at the expense of a child* is strictly prohibited. For example:

- Belittling a child – Comments such as, you're so stupid, you are just being silly, stop being an idiot etc.
- Causing embarrassment – Talking about sensitive issues in an insensitive manner and talking in front of other young people
- Being overly controlling - You need to do this **for me** before I will give you what you need or want.
- The overuse or punitive use of sanctions as a way of controlling a child's behaviour.
- Being dismissive of the child's feelings in any situations.

5 Physical Contact

5.1 Staff should always maintain appropriate relationships with young people. Physical contact can describe a range of behaviours including appropriate demonstrations of affection; staff should not be deterred from consoling and comforting a young person in distress. Staff need to be aware of personal boundaries for themselves and young people. Play fighting should not be encouraged.

5.2 The following principles should be observed:

- At/before admission the significance of physical contact should be ascertained through discussion with the young person, previous carer and other professionals.
- Age and gender of the young person must be taken into consideration.
- Where it is thought inappropriate to respond to a young person seeking physical comfort, explanations and verbal support should instead be sensitively offered.
- With exceptions such as bereavement there should be no general expectation of privacy for physical expressions of affection/comfort.

6 Handling and Managing Difficult Situations

- 6.1 It cannot be over emphasised that creating a safe positive environment, in which young people can live and develop, underpins any strategy for the management of behaviour.
- 6.2 Young people need clear boundaries within which they can feel secure and are able to relate freely, without this sense of security negative behaviour can influence the structure of the setting and make it unsafe for staff and young people.
- 6.3 Whilst we should always have high expectations of young people the number and level of expectations around the behaviour of young people should be reasonable and feasible. Expectations should be explicit and should be presented in a positive way. Only expectations that can be carried through and upheld should be adopted.
- 6.4 Link workers and managers should ensure they familiarise themselves with the young persons care plan and ensure any specific behavioural concerns have a risk assessment which clarifies the known triggers and how the behaviour needs to be managed. These should be reviewed after every significant event or within 3 months of it last being reviewed.
- 6.5 Staff should explore behavioural issues with the staff team and CAMHS at the weekly team meeting. Information from this should feed into the risk assessment and help create a behavioural management plan which all staff should follow. Risk Assessments should be shared with the young person, social workers and parents where appropriate.
- 6.6 If a young person is displaying difficult and challenging behaviour the aim is to de-escalate the situation and maintain the safety of all residents and staff. Staff should try to calm the situation by maintaining an even toned voice; avoiding confrontational language and gestures e.g. you need to calm down. Avoid having too many staff involved and other children watching. When the situation allows they should negotiate a resolution with the young person. This may be an hour or so later.

Staff must always remain aware of what their presence brings to a situation and that they will have an influence on the outcome.

7 Risk Assessments

- 7.1 Prior to admission or at the point of admission specific known behaviours will be identified with the social worker. These behaviours should be recorded on a risk assessment and reviewed every three

months or following a significant incident, including physical interventions.

7.2 The purpose of a risk assessment is

- To identify a history of behaviours
- Known triggers likely to ignite the behaviours
- Identify strategies to reduce and/or manage the behaviour and associated risks
- Provide staff with an agreed and consistent framework to work within

8 Physical Intervention including Restraint

8.1 Definition of Physical Intervention

There are four broad categories of physical intervention:

- 1. Restraint:** Defined as the positive application of force with the intention of overpowering a child. Practically, this means any measure or technique designed to completely restrict a child's mobility or prevent a child from leaving, for example:
 - any technique which involves a child being held on the floor ('Prone Facedown' techniques may **not** be used in any circumstances);
 - any technique involving the child being held by two or more people;
 - any technique involving a child being held by one person if the balance of power is so great that the child is effectively overpowered; e.g. where a child under the age of ten is held firmly by an adult.
 - the locking or bolting a door in order to contain or prevent a child from leaving.

The significant distinction between this first category and the others (Holding, Touch and Presence), is that Restraint is defined as the positive application of force with the intention of overpowering a child. The intention is to overpower the child, completely restricting the child's mobility. The other categories provide the child with varying degrees of freedom and mobility.

- 2. Holding:** This includes any measure or technique which involves the child being held firmly by one person, so long as the child retains a degree of mobility and can leave if determined enough.

3. **Touch:** This includes minimum contact in order to lead, guide, usher or block a child; applied in a manner which permits the child quite a lot of freedom and mobility.
4. **Presence:** A form of control using no contact, such as standing in front of a child or obstructing a doorway to negotiate with a child; but allowing the child the freedom to leave if they wish.

Reasonable Force **The scale and nature of any physical intervention must be proportionate to the behaviour of the individual. The nature of the harm they might cause to themselves or others must take account of all the circumstances.**

Please Note: **There is no legal definition of ‘Reasonable Force’, however the use of any degree of force is unlawful if the particular circumstances do not warrant the use of physical force.**

8.2 Approved Training

Team Teach is the approved training for Barnet staff working in the children’s homes. Staff should undertake the training every three years.

8.3 Non Trained Staff

Staff should only use a **physical restraint** if they have undertaken Team Teach training. However, where staff have not undertaken such training, the use of force may still be justified if it is the only way to prevent injury or damage to property. In these circumstances, staff must always act in a manner consistent with the values and principles set out in this policy. Any intervention used must:

- a. Not obstruct the process of breathing
- b. Not be used in a way which may be interpreted as sexual
- c. Not intentionally inflict pain or injury or threaten to do so
- d. Avoid vulnerable parts of the body, e.g. the neck, chest and sexual areas
- e. Avoid hyperextension, hyper flexion and pressure on or across the joints
- f. Not employ potentially dangerous positions

9 **Recording and Reporting Incidents**

- 9.1 **Daily logs** are used to record day to day movements, actions of staff young people, emergency services and visitors.

- 9.2 **Sanctions and rewards** are recorded in the relevant duplication book. When completed the top copy should be put in the young person's files and the bottom copy left in the book.
- 9.3 **Incident Recording and Physical Intervention Recording.** There are two ways of recording incidents. These are on an [Incident Form](#) or a [Physical Intervention Incident Form](#). If there has not been any physical intervention used then an incident form is used. If there has been physical intervention used, by staff, then a Physical Intervention form is used. Basically these forms are the same but have additional questions for physical interventions required by OFSTED.
- 9.4 Which ever form is used it will be numbered using the number that follows the last incident and will only use young people's initials. A copy of the completed incident form will go in the unit file located in the front office and a second copy should be put in the files of any young people involved (not witnesses) under section P. Staff should inform the Social Worker and Unit Manager and forward a copy of the report ASAP. During the weekends it may be necessary to inform EDT.
- 9.5 The [Physical Intervention Form](#) helps identify what type of intervention was used and an in depth record of the actions taken. This form also provides staff with guidance in relation to what they need to do and all the necessary information required in the event that OFSTED need to be notified. This needs to be completed within 24hrs and sent to the Unit Manager, Deputy, Social Worker and EDT if relevant. A copy should then be placed in section P of the young persons file and in the incident file. **All Physical Interventions are then recorded briefly in the Physical Intervention and Restraint book.**
- 9.6 In the event that anyone sustained any injuries staff should inform the on call duty manager and Head of Placements.
- 9.7 As with all recordings, good practice standards should be followed. Details should include a description of the build-up and circumstances of the incident, the behaviour and interactions of staff and young people. A distinction should be made between factual events and personal opinion and identified as such. This must be recorded within 24 hours of the incident.
- 9.8 Where any incident involves a young person V's a member of staff, and staff are the target, all staff need to complete their own incident form. To reduce paperwork only one Incident or Physical Intervention form needs to be completed and an [Additional Incident Sheet](#) sheet should be used by others. All staff should give there account of what they saw happened. The Incident Additional sheet and the Incident form should then be emailed to the unit manager and NOT placed on file. Both forms can be found in the templates file. The purpose of this is to protect both staff and young people from allegations or future conflicts.

- 9.9 Every effort should be made to establish the young person's view of the incident and their understanding of what happened.
- 9.10 The young person should be given every opportunity of having their view represented in the report. Young people can choose to have staff record this for them or they can write their own account if they prefer.
- 9.10 The risk assessment should be reviewed following any incident which involves physical intervention

10. Supporting a Young Person Following an Incident

- 10.1 The support a young person requires depends on the severity of the physical intervention. When the young person is restrained the experience may leave them with a mixture of feelings. It is important that they are able to have appropriate support following such an incident and an opportunity to talk to a staff member about their feelings. A young person may want to make a complaint following a restraint, staff should enable a young person to do this and provide support as they would to any young person.
- 10.2 When a young person has presented difficult and challenging behaviour it is always good practice to discuss the situation at an appropriate time following the incident. A young person should be made to feel safe and reassured that staff were responding to their behaviour to prevent them harming themselves or other people.
- 10.3 The young person should be encouraged to discuss alternative ways of responding to their behaviour at the earliest opportunity.
- 10.4 Other young people who witnessed the incident will also need to be offered support and an explanation of why the intervention was necessary.
- 10.5 Offer medical check to any young person involved in the incident

11. Staff Supervision and Support/de-briefing

- 11.1 Whenever a staff member has been involved in using restraint as a form of physical intervention it can be distressing. As soon as is practical a line manager should provide the opportunity to the staff member to discuss the circumstances and the outcome. This should be extended to the other members of staff on duty at the time of the incident. If no manager is available the team should de brief and support each other.
- 11.2 Where it is clear that a staff member needs further advice/support/training the line manager should take prompt action to ensure that it is provided.

11.3 Staff meetings should provide the opportunity to discuss the incident; this will provide an opportunity to examine the incident. Such discussion is essential to prevent the development of a culture where a physical response becomes routine.

12. Training

12.1 The aim of the Team Teach Training within residential services is to develop competent effective staff, whose primary aim is to de-escalate situations. All staff training is based on the principles of care outlined in this guidance.

12.2 Training and staff development begins with induction and continues with formal Team Teach Training, ongoing supervision, appraisals and team discussions.

12.3 The induction process should ensure all staff are aware of where they can find and read the policies and procedures, which will be discussed with them. Supervision will ensure that staff understand the ethos, philosophy and practice of the setting.

13. Monitoring

13.1 The monitoring process involves external and internal scrutiny.

13.2 Internally

13.3 Staff should be clear about the expectations for recording incidents. All significant incidents, including incidents of physical intervention, should be discussed with new staff and if necessary in supervision.

13.4 The setting manager or deputy manager should regularly check and sign the restraint records to ensure they comply with regulations. Issues should be taken up with individual staff and the setting should regularly review practices and training implications.

13.5 Externally

13.6 In line with regulation 45 visits the registered person should monitor behaviour management and the use of physical means of control and of frequency. It should be ensured that such issues are a focus of setting managers supervision and staff team discussions.