

Behaviour Management Policy

INTRODUCTION

“The home has a clear written policy on managing behaviour, which includes supporting positive behaviour, de-escalation of conflicts, discipline, control and restraint, that all staff understand and apply at all times.” (NMS 3.3)

The young people in our care at Meadow close will have experienced multiple rejections and exclusion in their lives, some levels of significant abuse and harm at various levels and, as a result, most will display behaviours which will test the boundaries of others.

In order to safely manage these behaviours, we have developed interventions and policies which are collectively interconnected. These policies are specifically designed not only to support young people in the process of learning, but also to create and maintain a safe environment where they are empowered to live and develop.

This rationale is underpinned by our own experience of working with young people over many years, in which we can firmly state that:

- Many of our young people initially use challenging behaviour as a means of communication.
- Many of our young people initially do not have an ability to understand the cause and effect of challenging behaviour on others.

Hence, our most effective models of intervention are those based on a social pedagogic approach where the emphasis is placed on the development of social, emotional and behavioural skills through partnership with the young person.

In this way, young person can make well informed choices about behaviour.

Where these social learning interventions fail to promote change and subsequent behaviours present significant risks to either the young person or others, then we can use other established protocols and procedures which draw on the help of our partners in care and others such as CAMHS, Tavistock, Virtual school and support from Intervention and family focus team (IFF) to effect change.

ETHOS AND VALUES OF CARE AND CONTROL

The discussion throughout this behaviour management policy is about the need to achieve the balance between care and control.

The need for safe and appropriate methods of care and control is of paramount importance.

The aim is to help staff to think through what methods of care and control are appropriate.

As always, the starting place is with the staff team. The need for a consistent approach from all staff cannot be overemphasized. It is through a fair, balanced and consistent approach that young people gain the security and confidence in the adults who care for them.

The following are provided in order to provoke thought and discussion within our staff teams:

- The overall emphasis and aim should be towards achieving a balance between care and control
- The relationship is a key factor to gaining the balance between care and control
- Young people will be more prepared to address issues and change their behaviour within the context of positive relationships existing between staff and young people
- We must always separate young person's behaviour from THE person: Be explicit with young people by saying that it is the behavior that we disapprove off, not the person.
- It is our collective responsibility to ensure that clear and consistent messages are given to young people about acceptable and unacceptable behaviours.
- Care and control need not be seen as opposing one another but rather they are two sides of the same coin. So for instance, setting a boundary around what time a young person should come in at night is about concern for his or her welfare and these needs to be conveyed to young people. Caring about someone means that sometimes his or her behaviour and actions have to be brought under control or challenged.
- Helping young people to gain control for themselves is the ultimate aim but this will usually begin with staff taking control by setting safe and appropriate boundaries
- Using the language of 'safe' and 'unsafe' with young people is less confrontational and emphasises the message of care and concern. Young people should be involved as much as possible in the drawing up of the ground rules for the home. If young people have helped to set the ground rules they will have more investment in them. The house meeting is one of the forums for this.
- Individual young people need to actively participate in their care plans. In our experience, young people who did not participate in their care planning process often feel a sense of uncertainty and this can often lead into disruptive behaviour, whereas a young person who is participated in the care planning, will have a sense of investment and secure that they know what the plan is for them and are more likely to engage in the plan.
- We should always think very carefully about how and when to involve the police when there are concerns about a loss of control within the group. It is very important that we think and talk through this issue in order that young people are not inadvertently criminalised. Talk with young people about how to avoid the police being called before behaviour reaches crisis point.

Finally, a reminder that being **proactive** is always preferable to being **reactive** and we need to constantly explore through team meetings ways in which we can be proactive with young people.

The relationship will be a key factor in determining outcomes.

DEVELOPING POSITIVE RELATIONSHIPS WITH YOUNG PEOPLE

Positive relationships between staff and young people are key to providing the appropriate balance between care and control. When young people feel part of a positive relationship, this helps to generate respect, confidence and trust in others. No wonder Kahan B, in her work growing up in groups stated “Coupled with the need for continuity is the need for children and young people to feel able to trust those who care for them; to build proper relationships with adults and to learn to become independent and self-confident.”

(Kahan, B. ‘Growing up in Groups’ 1994).

Once young people start to invest in positive relationships with staff they also begin to take steps towards more positive behaviour. It is important to remember that when young people are away from the children’s home; a key factor in determining their behavior is the relationships they have with staff back at the home. For young people it is crucial that they know that staff care about what they are doing when they are away from home. A young person who has positive relationship with adult carers considers the impact of behaving in manners that will let the adult down and this is key deterrent

“If a child or young person has only poor quality relationships with adults, he or she will be totally dependent on, and swayed by, relationships with peers.”

(Support Force for Children’s Residential Care: Good Carematters: 1995).

And yet within the busy life of a children’s home, it can be easy to forget just how central and important the relationship is.

Young people are no different to the majority of people in that they tend to respond positively to a sense of fairness and justice. Generally speaking young people feel safer if the adults can set appropriate boundaries about acceptable behaviour and practices. Saying “no” to young people does not automatically equate with unpopularity.

Young people, no matter how much they may protest at the time, need staff to be able to set and maintain the boundaries. The development of safe, appropriate relationships with young people, throughout the staff team, has to start with a consistent approach by all staff.

Consistency for the young person means to be able to rely on an appropriate response to his or her demands, whether these are expressed maturely or acted out through dysfunctional behaviour. Appropriate responses may differ from child to child, and the consistency will need to be tailored to the individuals needs.

It is important to remember that there are no winners within situations where the team have ‘good guys and bad guys’. The result of this is that young people are encouraged to manipulate situations and at times this can result in unsafe, as well as inappropriate, behaviour.

Safe and consistent messages about what is acceptable and unacceptable from **all** staff, sets the foundations from which safe and appropriate relationships between staff and young people can develop.

One of the advantages of residential care is that it provides opportunities for young people to engage with a range of adult carers. Inevitably young people will engage at different levels with different staff. It is important for staff to distinguish between favouritism (which is always unacceptable) and responding appropriately to the individuality of each young person.

Ideally each young person will feel they can relate to at least one member of staff to a level that enables them to explore and address their issues and gain the emotional, as well as the practical, support they need.

The following aims to provoke both thought and discussion within the staff team:

□□ How would you define a positive relationship?

- How are assessments carried out with young people in relation to their experiences of relationships with adults and how this affects them now?
- What opportunities are there, and how are these used, for getting to know young people by sharing activities and interests together?
- To what extent do staff act as adult role models to young people about how to relate positively to others?

For instance:

- How do staff relate to one another, particularly at times of disagreement?
- How do staff act and respond to other professionals, colleagues, members of the public?
- How do staff manage their anger and upset?
- What are the key ingredients necessary for the development of positive relationships between staff and young people?
- What needs to happen within your team to facilitate the development of positive relationships with young people?

The above will help the team formulate their values and ethos into how a positive relationship can be defined.

PROMOTING POSITIVE BEHAVIOUR

This procedure lays out a framework for managing behaviour in 68a Meadow Close. It is intended to inform staff of the forms of control that are permitted for use in children's homes and those that are prohibited;

This behaviour management policy is based on an approach, which favours positive relationships with young people, encouragement and reward as the main means of influencing behaviour.

In keeping with the Children Act, the valuing of individual rights, opinions and wishes of children, and working in partnership with them and their families, is seen as more important than the excessive use of authority and control. However, legislation Children's Act 1989 guidance and regulations Volume 5: children's Homes also recognises that children need clear guidance, influence and where necessary, firm and fairly applied boundaries from the adults who care for them.

We will always give due consideration to the wishes or preferences of the child but this does not oblige them to agree to these where doing so is likely to prejudice their welfare.

The phrase 'positive management of behaviour' is used in this guidance to describe a child centered approach to care and control which recognizes that behaviour is influenced by more than the simple application of rules and sanctions. For example, the home environment, the attitudes of the staff, resident mix, and the extent to which young people are involved in the day to day running of the home, are all factors which can and do influence behaviour. There is considerable evidence from research and good practice that paying attention to 'getting it right' in these sort of areas is a fundamentally important element of maintaining good order and discipline in the home. Hence Barbara Kahan in her book growing up in groups states

"There can be no doubt that where children are cared for in establishments which have a clear purpose; where staff are clear about what is expected of them; and which are well managed, control is less likely to be a problem" (Barbara Kahan - Growing Up in Groups HMSO 1994)

Positive management of behaviour is also about recognizing that every young person needs a framework of clear, fair, consistently applied and relevant boundaries in their lives within which they develop personal identity and a sense of responsibility for their own actions. It is particularly important that the young people understand that the positive management of behaviour ensure that control exists for the benefit of the individual rather than to make the staff teams job easier or the home run smoother.

Positive management of behaviour is more likely to be achieved if the following is in place.

- We have a clear Statement of Purpose which is understood by staff including those in the wider service whom are making placements and supported by the admissions procedure.
- We have close links with social workers and foster carers which enable the staff to be involved in pre-admission assessment and planning;

- We embrace our Behaviour management which makes explicit the rules of the home, stating the types of behaviour that are deemed unacceptable and why, the sanctions which may be used and the circumstances in which they will be used.
- We are fair and consistent in our application of this policy (consistency in this sense refers to staff acting in a way which reflects the needs of young people rather than treating each young person exactly alike)
- We are clear that control is seen as an act of care and concern for the child and not as an end in itself;
- staff are clear about the limits of our authority and when and how to access internal and external management support when necessary;
- There is a culture of learning from successful outcomes as well as from situations less constructive (i.e. we make time to review critical incidents and the effectiveness of methods used to deal with them);
- staff are able to objectively analyse and interpret behaviour and respond to it (we are able to judge where difficult behaviour is symptomatic of other problems rather than a problem itself);
- We are positive role models for the young people in terms of modelling acceptable behaviour and attitudes to others and we are proactive in encouraging and rewarding good behaviour;
- staff have a clear understanding of children's legal and civil rights and a positive commitment to upholding them;
- daily routines, rules are designed to meet the primary needs of the young people;
- Young people are encouraged and enabled to be involved in discussions and decision making concerning the day to day running of the home, including discussions concerning what constitutes acceptable and unacceptable behaviour and the rewards and sanctions that might apply.
- Young people are clear about what is expected of them in terms of behaviour, the rules of the homes and the reasons for them. They are also clear about what they can expect in terms of personal help and support, involvement in decisions concerning them, and more practical considerations such as entitlement to clothing allowance, pocket money etc;
- There is a balance between structured and unstructured time in the home to give the young people space to exercise choice as part of their growth and development within the security of a dependable and reliable framework of daily routines;
- Young people are actively encouraged to have interests and form relationships outside the home and 'care system' generally, the young person's family are encouraged to visit the home to gain an understanding of the way the home runs and the methods of care/support their ward receives.

METHODS OF BEHAVIOUR MANAGEMENT

'It is recognised that some form of sanction will be necessary where there are instances of behaviour which would in any family or group environment reasonably be regarded as unacceptable. Often such unacceptable behaviour can be prevented by the use of mild or more severe verbal reprimand. The imposition of formal disciplinary measures should be used sparingly and in most cases only after repeated use of informal measures have proved ineffective'. (Children Act 1989 Guidance and Regulations: volume 5 – Residential Care).

General Considerations: In the application of the positive management of behaviour, it is important that we are able to set clear boundaries and communicate what behaviour is acceptable and why (for encouragement/reward) or unacceptable and why (for disapproval/sanction), and exercising control are all elements of 'good parenting' and an integral part of the staff role of caring for children.

Within this role we have available a range of interventions which can be used to influence behaviour, these are summarised as follows:

- **Role modeling:** staff should 'model' acceptable behaviour in their day to day dealings with one another, other adults, and the young people in the home. Good, consistent, positive role modeling can be a subtle but powerful influence in the lives of the children in the home and staff need to be aware of their potential to indirectly re-enforce discipline in the home through their own actions.
- **Reward:** observing the young person do something 'right' and acknowledging it in some tangible way. In its most formal application this approach is found in the behaviorist (tokenistic) approach where behaviour charts and points systems can be used to encourage certain behaviours. At its least formal it might mean a smile or a gesture from a staff member that re-enforces the young person's good behaviour. Staff are encouraged to tailor these to the individual needs of each young person.
- **Reprimand:** this can range from a comment which draws the young person's attention to the behaviour to a more serious verbal reprimand, according to the circumstances and individuals concerned. Reprimand can be particularly effective where it is based on the staff member's personal concern for the young person rather than a dispassionate application of the rules. It is also more likely to be effective where the reprimand includes some instruction about the desired behaviour (**e.g. a simple example would be 'please close the door quietly' rather than 'don't slam the door'**);
- **Sanction:** Is a formal action to address unacceptable behaviour. We should use sanctions only when less formal approaches have not had the desired outcome. Sanctions are a means of indicating to the young person that persistently unacceptable behaviour can have negative consequences for them. In applying sanctions, staff should be aware that punishment on its own may well suppress unacceptable behaviour but does not necessarily teach new behaviour. We must ensure that what informs the sanction is our need to support young people to improve on their behaviours and not an emotional response based on angry

feelings that the situation may engender for them.

Sanctions are most likely to be effective where they are tailored to the individual young person concerned and linked to their overall care plan and the unacceptable behaviour. It is also important that whilst sanctions are flexibly applied in individual cases, care is taken to ensure that all young people in the home can see that there is consistency in the level of sanctions applied in different situations.

- **Control by physical intervention:** control by this method is the last resort where other interventions have failed, or would be insufficient, to prevent the immediate risk of serious harm to the young person or others or serious damage to property. Physical restraint is covered in more detail in Section 4.

When determining the type of intervention, there is a range of potential responses staff can make to young person's behaviour. They may:

- **Reward and encourage acceptable behaviour**
- **Ignore the behaviour:** potentially effective with some low levels of attention seeking behaviour but needs careful consideration because lack of attention may cause the behaviour to escalate;
- **Permit the behaviour:** allow the child to 'act out' to a certain level within safe parameters. (An example might be allowing a child to have a temper tantrum as a way of letting off steam but this would not mean deliberately provoking a tantrum to achieve this end);
- **Prevent the behaviour:** diverting the child/children away from whatever they are doing or anticipating trouble and taking steps to avoid it, e.g. by organising an activity;
- **Stop the behaviour:** according to the level and seriousness of the behaviour, this could be through reprimand, sanction or in extreme circumstances, physical restraint.

Determining what response to make and what intervention to use requires that staff exercise sound judgement based on their knowledge of the young person(s) concerned, the boundaries, which apply, the method of control permitted, and the level of risk involved in any chosen course of action.

General principles underpin these various levels of intervention and response:

- when confronting unacceptable behaviour staff should be critical of the behaviour and not the child;
- The basic aim should be to minimise confrontation and conflict wherever possible but this does not mean allowing young people to be left without controls. Lack of reasonable limits and boundaries can create anxiety and lead to increasing levels of disruption;
- The whole staff team should have a thorough understanding of, and agree about what constitutes acceptable and unacceptable behaviour and responses to it;

expectations of behaviour and methods of control should be tailored to the age, ability and understanding of each young person in the home.

- We should have knowledge and awareness of the personal circumstances and background of each young person in the home and be able to demonstrate this in our day to day dealings with the young person.
- Young people should be given the opportunity to discuss and reflect on incidents where their behaviours were considered unacceptable.
- House rules should be kept to the minimum necessary for the health and safety of all people in the home and to ensure the smooth running of the establishment. Rules and expectations must be communicated to young people in a way and at a pace that helps them understand what is required of them;
- A confident and consistent approach to the care task by **the whole staff team** can exert more influence over young people's behaviour than is generally recognised. Staff who share a common sense of purpose and support each other are not easily manipulated.

PERMITTED DISCIPLINARY MEASURES (REWARDS AND SANCTIONS)

".....purely retributive punishment does not serve children who are struggling to gain control of their behaviour."

(Growing up in Groups, Kahan, B. 1994)

Within group living contexts there are times when staff can be preoccupied with negative behaviour from the young people and it can be so easy to fall into only giving out sanctions. It is, however, as the above quotation serves to remind us, the importance to reinforce and support positive behaviour through the use of rewards.

We need to ensure that we are having regular discussion in team meetings on the balance between rewards and sanctions being used. And to take steps to redress the balance if need be.

It is important to remember that it is the relationship that each member of staff has with a young person that will influence the impact of sanctions when they are needed.

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

As a rule 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 (sanction).

Rewards

Staff are encourage to use rewards that are tailored to the individuals needs. These may include:

- Individual reward charts, linked to the improvement of a specific piece of behaviour
- Earning extra pocket money
- Earning specific rewards linked to a hobby or interest
- Extra activities (these can include just spending extra time with staff to a theatre trip or holiday)
- Through allowances and the reward of having more independence on how these allowances are spent. (for example young people who are working well towards their life skills programme will be given the opportunity to have their allowance given to them weekly)

All rewards should be recorded in the sanction and reward book and a copy placed on the young person's individual file.

These rewards will be signed off and monitored by the manager or deputy manager.

Sanctions

“Children enjoy sound relationship, interact positive with others and behave appropriately” (NMS 3.8).

The existing guide lines for sanctions are founded in the Children Act 1989 and The Children's Homes Regulations 2015 regulation 2 and re-affirmed in the Home's Statement of Function and Purpose.

The permitted sanctions within the regulations are:-

- Reparation.
- Restitution.
- Withhold of privileges
- Household Chores.
- Use of Increased supervision.

Where sanctions are necessary they should be relevant, linked to the unacceptable behaviour and fair and just. By the very nature of children's home, young people will be supported by a number of adults; this can seem to compound misbehaviour and undermined young person self-esteem.

Staff need to recognise when a situation has been dealt with and ended. 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.

- The sanction should always be relevant 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, names of staff present and the date and nature of the sanction. Each entry should be signed by the member of staff, countersigned and reviewed by the manager or the deputy manager and the young person.
- Sanctions must be time limited, and a young person will know for how long they will apply.

Permitted Sanctions:

- **Natural consequence**
- **Verbal reprimand:** criticism should focus on the behaviour not the individual. Staff should not swear at or use language that is belittling, threatening or intimidating to the young people and should try to stay calm and assertive in getting their message across. Verbal reprimand should not normally involve shouting at a young people although there may be occasions when shouting the child's name is an appropriate way of distracting them or gaining their immediate attention;
- **Talking about behaviour with a member of staff:** This would usually mean some form of meeting with staff to discuss the behaviour in order to find some resolution
- **Withhold of privileges/curtailment of leisure activities:** it may be appropriate to sanction the young persons by not allowing them to take part in planned activities, to have an extension at bedtime, to stay out as late as usual, to watch television beyond a certain time, to have a music system in their bedroom etc. It is important this type of sanction is time limited and bears some relationship to the misbehaviour that led to it being applied. It is also important that the level at which something becomes a 'privilege' or 'extra' still allows some basic on site entertainment to ensure that the young person is able to occupy him/herself to a certain degree. There is a risk with this type of sanction that control problems are exacerbated due to young people feeling they have nothing to lose. Daytime withhold of leisure activities and/or restrictions on privileges are acceptable sanctions for young people who refuse to attend school.
- **Additional chores:** the young person is given the opportunity to make amends for their unacceptable behaviour by doing extra work around the house or garden. The tasks set should have some useful function, not be demeaning to the young person and be of benefit to the home generally rather than an individual.
- **Restitution/reparation:** this could involve the young person in practical skills such as helping repair damage done or paying from their pocket money towards the cost of repair/replacement. Where the young person is engaged in some practical task, it should be within their capability, relevant to the behaviour, which led to the sanction, and time limited. Where the young person is paying some

form of compensation from their pocket money this should be realistic in terms of the young person's pocket money and the time it might take to pay – i.e. full compensation would not be appropriate where the young person would be on reduced pocket money for months.

- No more than two thirds of the young person's pocket money can be withheld for reparation/restitution (see 'withholding pocket money').
- **Withhold of pocket money:** for the purpose of this guidance, withhold of pocket money refers to situations where a young person is permanently deprived of a portion of their pocket money. Pocket money may be withheld in circumstances described in reparation/restitution above or when the child is repaying a fine imposed by the court. The total amount of pocket money stopped in any one week must not exceed two thirds of the young person's total pocket money – e.g. where a young person is already paying off a court fine, any further stoppage of pocket money for reparation/restitution must not take the total being stopped above two thirds of their pocket money. We must not fine children and use of the word fine must not be used in any description of sanctions involving the stopping of pocket money.

If a young person is exhibiting extreme challenging behaviour and they are considered to be at risk to themselves and other young people within the home/ members of the public. The Young person will be offered timeout in order for them to reflect on their behaviour and for staff to work closely with them to ascertain what the issues are and support that we can put in place.

However, there may be times when returning may not be in their best interest at which point alternative accommodation will be sought. This will be discussed and approved by the head of children in care who is currently Jo Pymont.

- **Control by restraint:** control by restraint is dealt with in more detail in sections 4 and 5. Control should only be used as the last resort and where other interventions have failed or are unlikely to be effective, staff may intervene physically to prevent the immediate risk of injury or serious damage to property

Prohibited Disciplinary Measures

Prohibited Measures are detailed below:

- i) **Corporal Punishment**
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.
- ii) **Deprivation of Food and Drink**
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.

- iii) **Restriction or Refusal of Visits/Communications**
 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 control unplanned visits.
- iv) **Requiring a Child/Young Person to Wear Distinctive Clothing**
 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.
- v) **The Use or Withholding of Medication or Medical or Dental Treatment**
 This is dangerous and utterly unacceptable.
- vi) **Use of Accommodation to Physically Restrict the Liberty of any Child or Young Person**
 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 “gate” a young person occasionally as a sanction, however such 'gating' relies on the young persons co-operation and force will not be applied to enforce it.
- vii) **Intentional Deprivation of Sleep**
 Apart from the grave psychological damage deprivation of sleep could inflict; it could seriously affect the physical health of the young person.
- viii) **Imposition of Fines**
 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.
- ix) **Intimate Physical Searches**
 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 and closely supervised by a member of staff.
 If it is suspected that a child has secreted drugs on their person, then the staff should follow the procedure for drugs CH4
- x) **Verbal abuse/intimidation;** in addition to the above mentioned ‘prohibited’ sanctions/methods of control which are listed in Regulation 15 of the Children’s Homes_Regulations 2001, staff may not use verbal intimidation or abuse, racist or sexist abuse or comments, discriminatory language and ridicule or sarcasm as an overt or covert method of control.

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 (the hand book) which they receive on their admission.

PHYSICAL CONTACT

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. We need to be aware of personal boundaries for ourselves and young people, for example, play fighting is not acceptable.

The following principles should be observed:

- At/before admission the significance of contact should be ascertained through discussion with the young person, previous carer and other professionals.
- Age and gender of the resident must be taken into consideration.
- Where it is thought inappropriate to respond to a resident seeking physical comfort, explanations and verbal support should instead be offered.
- In circumstances such as bereavement, physical expressions of affection/comfort, within reason is encouraged where the young person needs to be comforted.

HANDLING AND MANAGING DIFFICULT SITUATIONS

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. Young people need clear boundaries within which they can feel secure and 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.

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.

We should ensure that we are familiar with the relevant histories of young people that we look after. Staff should take this into account in deciding how to respond to a young person and in making judgements about appropriate interventions. This history should be noted in the behavioural management plans at the point of admission and be monitored on a regular basis through the care planning process.

We need to examine issues of control in staff meetings and develop methods of dealing with them as a team. This should include agreed approaches to defusing tension and diverting aggression. Any agreed strategies should be recorded on the young person's behaviour management plan.

If a young person is displaying difficult and challenging behaviour the aim is to de-escalate the situation and maintain the safety of all staff and young people. Staff should try to calm the situation and maintain an even voiced tone; avoiding confrontational language and gestures. When the situation allows they should negotiate a resolution with the young person.

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

Risk Assessments

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.

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

PHYSICAL INTERVENTION (THE USE OF RESTRAINT)

Mission Statement

Meadow close is committed to the establishment of positive relationships with young people, and to that end it promotes safe environments through negotiated outcomes which are aimed at being fair, consistent, proportionate and transparent.

However the service recognises that sometimes our young people are so distressed that they present behaviour which significantly puts at risk the safety of themselves and others, and sometimes threatens serious damage to the property or members of public. The use of restraint is governed by Care Standard 22.7 which states that:

“Physical restraint is only used to prevent likely injury to the young person concerned or to others, or likely serious damage to property”

At such times, and as a last resort, the staff may have to use physical intervention in order to maintain the safety of the child, others or the property.

Legislative Background

The existing policy for restraint is founded in The children’s Home Regulation 2015 under regulation 20.

- The guide to the children’s homes Regulations including the quality standards.
- The Children Act, Guidance and Regulations
- Working Together guidance on safeguarding 2015

The use of restraint carries particular responsibilities, which all staff are made aware of when they receive Team Teach training, Team teach is the the approved programme for positive physical intervention by London Borough of Barnet.

All staff are required to do the comprehensive team teach training which concentrates on:

- A theoretical understanding of why and how critical incidents occur and how best they are managed
- The training concentrates on de-escalation and positive re-enforcement techniques as a learning tool for children/young people

All staff will be required to undertake 2 days Team teach training.

All staff will be required to attend ½ a day refresher session per year.

All staff will be required to have their training re-accredited 3 yearly.

This guidance will therefore provide brief discussion points, to act as prompts, to help staff explore the issues more fully within the team and within the context of group living:

- What are the number and type of incidents occurring within the home that result in the use of restraint?
- How do staff feel about the use of restraint within the home?
- If the use of restraint is frequent and regular what measures are been taken to address this?
- How are young people involved in discussion about the use of restraint?
- Are young people and staff clear that restraint should never be used as a punishment, nor should it be used to make young people comply with rules?
- What awareness do staff have about group dynamics and the stages of group development and the impact this can have on the level of group cohesion and conflict?
- Does the team as a whole process and analyse the use of restraint within the home?
- What level of agreement or disagreement is there between staff about its use?
- What is the difference between holding and restraint?
- What difference does a positive relationship make in the use of restraint?
- Do staff always attempt to build and re-build positive relationships with young people after an incident when restraint was necessary?

Physical Intervention

Council policy defines physical intervention as:

“Any form of physical contact with the intention of containing the behaviour of a child/young person”. Physical intervention includes a range of actions from an arm around a shoulder to a restraint.

Physical intervention should only be used as a last resort as a measure of control when there is a situation that involves

- Risk of serious harm to the child/young person or other persons present.
- Serious damage to property is likely to occur.
- i) Staff must be able to show that the method of intervention was in keeping with the incident that gave rise to it.
- ii) The degree and duration of any force applied must be proportional to the circumstances.
- iii) The potential for damage to persons and property in applying any form of restraint must always be kept in mind.
- iv) The failure of a particular intervention to secure a child's compliance should not automatically signal the immediate use of another more forceful form of intervention. Escalation should be avoided if possible; especially if it would make the overall situation more destructive and/or unmanageable.
- v) The age and competence of the child should be taken into account in deciding what degree of intervention is necessary.
- vi) In developing individual child care plans, consideration should be given to approaches to control that would be appropriate to the child's case.

The principles relating to the use of physical intervention may be summarised as below

- i) Staff should have good grounds for believing that immediate action is necessary to prevent a child/young person from significantly injuring himself/herself or others, or causing serious damage to property.
- ii) Staff should take steps in advance to avoid the need for physical intervention, e.g. through dialogue and diversion and the child/young person should be warned verbally that physical intervention would be used unless he/she desists.
- iii) A dialogue should be kept up with the child/young person.

- iv) Use, whenever possible a member of staff who has an established relationship with the child/young person so they can explain what they are doing and why.
- v) A child/young person may be successfully diverted from destructive or disruptive behaviour by being led away by the hand, arm, or by an arm around the shoulder.
- vi) Only the minimum force necessary to prevent injury or damage should be applied, physical restraint should only be attempted when there are sufficient staff.
- vii) Every effort should be made to secure the presence of other staff before using physical intervention. These staff can act as assistants and witnesses.
- viii) As soon as is safe the physical intervention should be gradually relaxed to allow the child/young person to regain self control.
- ix) Physical intervention should be act of care and control; not a punishment.
- x) Physical intervention should not be used purely to force compliance with staff instructions when there is no immediate risk to people or property.
- xi) It is important that the issues of age, sex, size, personal history and background and the relationship between the child /young person and the staff involved are considered wherever possible.
- xii) There must be care about the way in which a child/young person is held to avoid any contact with intimate parts of the body.
- xii) If staff are not confident about their ability to contain a particular situation or type or behaviour, consideration should be given to involving the police

(The manager should be informed prior to calling the police except in emergencies)

Physical Restraint

Physical restraint is the positive application of force with the intention of overpowering the child in order to protect a child from harming himself or others or seriously damaging property.

It must be emphasised that physical restraint must always be seen as the last resort.

The principles relating to the use of physical intervention must be adhered to when using physical restraint.

RECORDING AND REPORTING INCIDENTS

- We have a duty to record the behaviour and activities of young people regularly in their daily logs.
- All sanctions and rewards are recorded on young people's individual files and centrally held records
- Significant incidents are recorded on an Incident report form and a copy held within the homes records. Along with one placed on the young person file and another forwarded to the young persons social worker. All reports should be signed by staff
- Whenever physical restraint/physical intervention is used it should be recorded and reported as a significant incident and the service manager and young person's social worker should be informed immediately. . All restraints should be recorded in the home's restraint book, in the young person's file and on ICS. All entries should be signed by the staff member involved and counter signed by the manager or deputy manager.
- As with all recording, good practice standards should be followed. Details should include 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 objective and subjective or personal opinions and identified as such.
- Every effort should be made to establish the young person's view of the incident and their understanding of what happened.
- The young person should be given every opportunity of having their view represented in the report, including staff writing it up for them in the young person's own words.
- A record of the use of restraint on a young person by staff is kept in a separate dedicated bound and numbered book, information such as the name of the young person, the date, time and location, details of the behaviour requiring use of restraint, the nature of the restraint used, the duration of the restraint, the name of the staff member(s) using restraint, the name(s) of any other staff, children or other people present.
The effectiveness, any consequences of the restraint, any injuries caused to or reported by the young person and any treatment given.
- The registered person will regularly monitor the record books to monitor compliance with the home's policy, procedure and guidance and to identify any patterns in incidents leading to restraint action becoming necessary. The monitoring will also address the implications for the care of individual young person and current care practice. The registered person records any comment on the appropriateness of use of restraint, together with any subsequent action taken, and signs against each entry to confirm the monitoring has taken place.

SUPPORTING A YOUNG PERSON FOLLOWING AN INCIDENT

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.

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 responded to their behaviour to prevent them harming themselves or other people.

The young person should be encouraged to discuss alternative ways of responding to their behaviour at the earliest opportunity. Other young people who witnessed the incident will also need to be offered support and an explanation of why the intervention was necessary.

COMPLAINTS

Control by restraint generally causes emotions to run high and can embarrass, disempower or otherwise upset a young person to the extent that they complain about their treatment. Staff need to project confidence and assertiveness in their dealings with young people and to help them do this, managers need to make clear to their staff the support they will receive from them should their actions be called into question. This support should be offered in the context of the department having a duty to treat any complaint seriously, particularly those made by young people. In respect of any complaints or allegations arising out of the use of control by restraint or any other method of control referred to in this document, staff will be expected to demonstrate that the action they took was in keeping with this guidance and reasonable in the particular circumstances pertaining at the time.

Control by restraint also carries with it the risk that the young person may allege assault and the police become involved. The Criminal Law Act 1967 enables 'any person to use such force as is necessary to prevent a crime being committed'. In defense against civil or criminal proceedings, the worker has a responsibility to justify the criteria was met, i.e.

- that real danger was perceived by them (to themselves or others);
- that means other than force, including retreat, were attempted or impractical;
- that the force used was the minimum necessary to remove the danger.

The Registered Manager has a duty to ensure all the staff attend training, including him/herself, and remain accredited (see section on training). Provided a member of staff has acted in a professional manner, within the general framework of these guidelines and with the best interests of the young person in mind, the London Borough of Barnet Council and its legal department would support their actions.

STAFF SUPERVISION AND SUPPORT/DE-BRIEFING

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 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.

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.

Staff meetings should have 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.

TRAINING

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.

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

The induction process should ensure that all staff are given a copy of this guidance, which will be discussed with them. Supervision will ensure that staff understand the ethos and philosophy practice of the setting.

MONITORING

The monitoring process involves external and internal scrutiny.

Internally

Staff should be clear about the expectations for recording incidents. All significant incidents, including incidents of restraint, are discussed in staff meetings.

The registered manager or the 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.

Externally

In line with regulation 44 visits the appointed 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.

Ofsted will inspect records during inspections.