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**Behaviour Management Policy**

Relevant Regulations and standards

* Regulation 7: The children’s views, wishes and feelings standard
* Regulation 11: The positive relationship standard
* Regulation 12: The protection of children standard
* Regulation 19: Behaviour management and discipline
* Regulation 20: Restraint and Deprivation of Liberty
* Regulation 35: Policies for the protection of children

**Policy Aim and Introduction**

This policy relates to the guidance in the Children’s Homes Regulations (England 2015) for Children’s

Homes and in particular:-

The Positive Relationships standard (Regulation 11) and Behaviour Management Policies and

Records (Regulation 35)

It is underpinned by:-

Regulation 7 – The children’s views, wishes and feelings

Regulation 19 – Behaviour management and discipline.

Regulation 20 – Restraint and deprivation of liberty

Regulation 35 – Behaviour management policies and records

The children who live within the Local Authorities Children’s Homes have a number of complex and inter-related issues because of their lived experiences. Staff understand that these will impact their ability to regulate their own emotions and behaviours. Staff who work within the children’s homes should have a good understanding of Adverse Childhood Experiences and how these can impact on the child not only in their childhood but through their life course.

Staff teams should have high expectations of behaviour and role model these, whilst understanding that due to some children’s lived experiences it may be difficult for some of them to understand and meet these expectations. This is why the culture fostered in Shropshire is characterised by clear boundaries, fairness in handling behaviour that is unacceptable, and respect for the young people who live there.

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10. **Guiding Principles in the Management of Behaviour**
* positive behaviour is reinforced
* good behaviour is rewarded in a way that is appropriate to the needs, capabilities and interests of the young person
* the young people are respected and where possible involved in devising their individual behaviour management plans
* negative or inappropriate behaviour is dealt with fairly and proportionately by staff
* consequences are only used for those children or young people who are able to understand the notion of cause and effect
* children cannot be expected to be ‘well behaved’ all of the time
* children are encouraged to read and apply the ‘peer to peer’ abuse policy which states that bullying of any kind will not be accepted – this can include cyber bullying or perceived threats of bullying.
* Risk assessments that meet the needs of the child or young person in the least restrictive manner whilst also addressing the behaviour.
* Follow the team teach principles of using 95% de-escalation techniques and the 5% of physical restraint that is reasonable, proportionate and necessary. ([www.teamteach.co.uk](http://www.teamteach.co.uk))
1. **The Homes Approach to Restraint**

Regulation 20 of The Children’s Home Regulations (England) 2015 states:-

(a) Restraint in relation to a child is only permitted for the purposes of preventing:

* Injury to any person (including the child)
* Serious damage to property of any person (including the child) or:
* A child who is accommodated in a secure children’s home and absconding from the home

(b) Restraint in relation to a child must be necessary and proportionate

Shropshire Council children’s homes use Team Teach as their chosen model. This is an accredited, award winning provider of positive behaviour management training, equipping individuals and teams in a variety of settings to deal with challenging situations and behaviours in ways that lead to desirable outcomes and positive relationships at work or in daily life.

Young people may be restrained, but only as a last resort to prevent harm to themselves, others or serious damage to property but never as a punishment. With any use of positive handling staff are only to employ force that is reasonable, proportionate and necessary under the circumstances and any restraint used would be for the shortest period of time possible.

All residential staff are trained in Team Teach and their skills and competence are assessed on a shift by shift basis as each home has a qualified Team Teach tutor working within them, which supports the assessment of skills, knowledge and competence in this area. All staff are also formally assessed during an annual refresher training session.

Before Restraint or *any other* form of Physical Intervention is used, carers must be satisfied that it is necessary due to a risk of injury or damage to property and that:

1. It is in the best interests of the service user;
2. That minimum force is used for the shortest time;
3. Action taken prevents injury, pain and distress;
4. Action taken maintains dignity of the Young Person;
5. It is Reasonable and Proportionate;
6. Any Action used is Necessary.

***Please see Shropshire’s Physical intervention policy for further details.***

1. **The 3 Pillars**

Relationship based practice is the practice model that Shropshire’s Children Services work to.Relationship-based practice involves everyone working with children and young people developing and sustaining supportive professional relationships in unique, complex and challenging situations. An important but not necessarily explicit implication arising from this model is the need to reconceptualise not only the nature and behaviour of service users but also of professionals. This model places equal importance, therefore, on the unique and complex nature of professionals and the rational and emotional dimensions of their behaviour.

Below you will see three pillars which underpin the skills, knowledge and confidence of the staff teams to support them to work in a relational way.

**Relationship based practice**

**The Solihull Approach**

**Team Teach**

**Restorative practice**

**The Solihull Approach**

The Solihull Approach has been adopted within Shropshire Council as a way of working with children and families and developing the understanding of those working with this group of individuals. This approach is based on an integration of well-established theories and has a strong emphasis on practice.

All residential staff are trained in the Solihull Approach within their induction and the language within this approach, e.g. containment and reciprocity, is shared with others within children’s services to enable not only a shared understanding but also a joined-up approach in working with the children who reside within the home.

**Restorative Practice**

“Restorative and relational based practice describe a way of being, an underpinning ethos which allows carers to build and maintain healthy relationships, resolve difficulties and repair harm when relationships breakdown” (M Finnis L30)

Across children’s services the restorative aim is “By treating our children and young people with respect, love and trust and with the right amount of encouragement we can inspire them to dream big, build relationships and connections that matter and together with kindness and a sense of belonging we can do great things.”

Restorative practices are used for a range of meetings, both formal and informal and family meetings. These are held in circles, rather than around tables, to remove physical and psychological barriers between people. Meetings are facilitated by staff, who have received training, to create an environment where those attending can share their thoughts and feelings in a way which is constructive. The focus of these meetings may be to build relationships, solve specific problems or repair harm where there has been conflict.

**Team Teach**

 Team Teach is the behaviour management and physical intervention programme that has been adopted by Shropshire. All staff are trained in the use of Team Teach during their induction and this is refreshed every year in an annual team refresher. The initial course is a 12 hour training programme which gives learners the grounding in the understanding of why children and young people may behave in ways that are deemed unacceptable and sometimes dangerous. After this an annual whole team refresher takes place, prior to which one of our in-house Team Teach tutors carries out a pre-visit and devises a 6 hour programme that supports the team in understanding the young people they have placed with them and the needs of these young people both individually and as a collective.

The focus of the programme is that 95% of behaviour management is about de-escalation and managing triggers and the final 5 % is the use of physical intervention which is necessary as a last resort in order to prevent injury or serious damage to property. Carers should only use the physical interventions that they are taught on this training and any adaptations to these techniques should be agreed by Team Teach prior to their use.

1. **Rewarding and Planning for the Success of Children**

Whilst children bring their own values and behaviours to the homes, carers play a key role in influencing children, the culture of the home, generated by the adults living or working there, is crucial. Carers are expected to understand, manage and deal with young people's behaviour including encouraging children to take responsibility for their behaviour and help them to learn how to resolve conflict, which is done through the use of Restorative Practice and the Solihull Approach.

Positive behaviour is encouraged and is promoted through praise and a reward system. Staff play a key role in modelling appropriate behaviour through their interactions with one another and their relationships with the children and young people. Staff are expected to model a high standard of behaviour that is characterised by respect for one another, co-operation, a willingness to help and positive communication;

* listen to the views of the children and their colleagues
* praise even the smallest successes so that the children are encouraged to behave well
* use rewards in a meaningful way that takes account of the child’s age, interests, capabilities, this can be done through use of incentive charts and weekly planner activities
* gradually reduce the child’s dependence on rewards as a motivator for good behaviour
* apply rewards consistently, fairly and proportionately
* involve children in the selection and application of reward systems
* model good behaviour in their interactions with others
* using rewards to replace adverse childhood experiences and replace these with positive experiences
1. **Use of consequences and sanctions**

Where behaviour is the cause for concern it is critical that plans are established to manage and hopefully change the behaviour.

These strategies can include the Restorative Approach, The Solihull Approach, Therapeutic Interventions, Physical Interventions and De-escalation Techniques in line with Team Teach, Sanctions and other measures; for example, the use of incentive or reward charts.

Children should be involved in drawing up Behaviour Management Plans and should understand the relevance of them; though this may not always be possible, for example, where the child has severe learning disabilities. Children should also be capable of achieving what is expected; maybe with help or support from an adult or mentor.

Children who have been subject to frequent ineffective consequences in the past may not respond positively to the imposition of consequences. For these children, the individual care plan will need to state whether consequences are to be used to support the management of their behaviour.

It is always more effective to notice and reward good behaviour than to punish inappropriate behaviour. Children often respond well to praise, encouragement and intrinsic and extrinsic rewards, whereas consequences can have the effect of reducing a child’s level of self-esteem.

Where consequences are used, they should, where possible, involve the child in terms of setting their parameters. If a child can see that a sanction is fair and proportionate then he/she is likely to accept it more readily, and it is likely to be more effective.

Appropriate consequences might include:-

* reparation - putting right the harm or damage a young person may have done
* restitution - compensation, e.g. paying for damages
* curtailment of extra leisure activities
* additional house chores
* increased supervision

All consequences should be planned in advance and explained to the child so that he/she is helped to make an informed/conscious choice about his/her behaviour and its consequences.

Consequences should be recorded in the home’s consequences and rewards log.

*With specific regards for regulation 19: No measure of control or discipline which is excessive, unreasonable or contrary to paragraph (2) may be used in relation to any child accommodated at the home.*

The following measures may **not** be used to discipline any child accommodated by Shropshire:-

(a) any form of corporal punishment

(b) any punishment involving the consumption or deprivation of food or drink

(c) any restriction, other than one imposed by the court or in accordance with regulation 22(1)

(contact and access to communications) on –

(i.) a child’s contact with parents, relatives or friends

(ii.) visits to the child by the child’s parents, relatives or friends

(iii.) a child’s communications with any of the persons listed in Regulation 22(1)

 (iv.) a child’s access to any internet based or telephone helpline providing counselling for children

(d) the use or withholding of medication, or medical or dental treatment

(e) the intentional deprivation of sleep

(f) imposing a financial penalty other than a requirement for the payment of a reasonable sum

(which may be by instalments) by way of reparation

(g) any intimate physical emanation of the child

(h) the withholding of any aids or equipment needed by a disabled child

(i) any measure involving a child in the imposition of any measure against any other child

(j) any measure involving punishing a group of children for the behaviour of an individual child

1. **Reminders and making it right**

Despite all the best intentions of the young people and staff there are times when children will display challenging and inappropriate behaviour. This may take the form of swearing, shouting, damaging property, attempting to hurt themselves and others, kicking, scratching, biting and punching.

When non-dangerous behaviour is being displayed, e.g. swearing, then the staff should use a verbal reminder that clearly conveys that the behaviour is not acceptable. Reminders should be given in a firm but fair way and should enable the child to know:-

* the behaviours that are unacceptable
* the impact of the behaviour on others
* how to stop the behaviour or to put it right

Choice of strategy for managing inappropriate behaviour should only be used with children and young people under the following circumstances:-

* where children are capable of behaving acceptably and understand what is expected
* where children have persistently or seriously failed to do as they are required
* where nothing else can be done to change the behaviour such as encouraging or rewarding positive behaviour

Children should be given the opportunity to explain their behaviour and whilst an apology should not be expected, discussion with the child should focus on how things can be put right and how he/she might respond to a similar situation in the future. Use of restorative practice, making it right meetings and key work sessions or allowing the young person to express their feelings in a manner which suits their capabilities or emotional intelligence are necessary for supporting the child to understand their behaviour and the impact that it has had.

Following an incident or situation where a consequence has had to be used a carer should use the timeline from restorative practice to engage a child in conversation about what has occurred.



The use of affective statements e.g “when that happened, what happened next?”, “what has been the hardest thing for you?”, “what do you need to move on from this?” can help in repairing and maintaining a relationship following an incident or when physical intervention has been required. This can also be a way of allowing all parties involved to tell their side of an incident and feel listened to, which will then help towards ownership of future Risk Assessments and Positive handling plans.

1. **Risk Assessments**

**Dynamic Risk Assessment –**

Dynamic Risk Assessments are done in real time. It involves stopping, thinking and evaluating the likely outcomes of the available options before deciding which to choose. A good rule of thumb is to ask:

*‘what would you want somebody else to do in similar circumstances if that was your child or loved one?’*

**Formal Risk Assessment -**

Formal Risk Assessments are written down. The employer has a legal responsibility to ensure that safe systems of work are maintained. Employees have a legal duty to cooperate in all health and safety matters. An unforeseen event may require an emergency response, but after that professionals have a duty to plan ahead. Previous behaviour is the best guide to future behaviour and if a person has presented dangerous behaviour in the past there should be a risk assessment to anticipate what could go wrong, how people could be hurt and what might be done to reduce the chance of it happening.

Other Risk Assessments to follow as part of behaviour management –

* Missing from Care Protocol
* Philomena
* Trigger Plan
* Profile Document
* Exploitation toolkit
* Contextual safeguarding
* Safe area report
* Impact Risk Assessment
1. **Recording and Management oversight –**

All records relating to an incident will be completed in accordance with regulation 35 3(a, b and c):

Within 24 hours of the use of a measure of control, discipline or restraint in relation to a child in the

home a record will be made which includes:

• the name of the child

• details of the child’s behaviours leading up to the use of the measure

• the date, time and location of the measure

• a description of the measure and its duration

• details of any methods used or steps taken to avoid the need to use the measure

• the name of the person who used the measure (“the user”), and of any other person present when the measure was used

• the effectiveness of the measure; and

• a description of any injury to the child or any other person, and any medical treatment administered, as a result of the measure

Within 48 hours of the use of the measure, the registered manager or another authorised member of staff will ensure that a debrief has been completed with the user and a record of this is signed by the user and RM or authorised staff member.

Within 5 days of the use of the measure, the registered manager or another member of staff authorised by the registered manager will speak with the child concerned about the measure of control used, a copy of this will be maintained.

1. **General Safeguarding procedure including notifications and Local Authority Designated Person (LADO) procedure**

In every case it is imperative that all appropriate action is taken to ensure the safety of a child as priority. This policy should be read in conjunction with the **Protection od Children and Safeguarding Policy.** Should an incident have resulted in the use of physical intervention then the child should be offered medical attention. Any injuries (young person or carer) should be recorded and the Registered Manager notified.

In cases where it is believed that a member of staff has behaved in a way that has harmed or may have harmed a child/young person; has possibly committed an offence in relation to a Child or Young Person or has behaved in a way towards a Child or Young Person that indicates the person may be unsuitable to work with Children or Young People; staff will firstly refer the matter to the Local Authority Designated Person (LADO).

It is then the responsibility of the Registered Manager (or nominated person in their absence) to notify the Local Authority Designated Officer (LADO) with the concerns that have been raised. The process for what occurs here can be found in ***1.14 Allegations against staff or volunteers.*** [***http://westmidlands.procedures.org.uk/ykpzy/statutory-child-protection-procedures/allegations-against-staff-or-volunteers/#s576***](http://westmidlands.procedures.org.uk/ykpzy/statutory-child-protection-procedures/allegations-against-staff-or-volunteers/#s576)

The Registered Manager and the LADO will work together to agree the outcomes of any investigation following an incident. The Registered Manager will also recognise their duty to consult with Human Resources when considering any conduct issues which arise as a result of the investigation, to follow the Employee Discipline Procedure. <http://www.shropshire.gov.uk/shropshire-council/policies/employee-disciplinary-policy/>