



Spring Care *For You*

Managing Behaviour Policy

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1. Legislative framework and guidance

- Regulation 11: The positive relationships standard.
- Guide to the positive relationships standard.
- Regulation 21: Privacy and access.
- Regulation 37: Other records.

2. Outcome

Children and young people have a clear framework of standards and expectations within which they can build positive relationships, be safe and find stability.

3. Introduction

- It is crucial that children/young people have a clear framework of standards and expectations within which they can be safe and find stability. Part of this framework is clearly stated rules. Rules are used to help children/young people define their own behaviour and develop self-discipline. They help them to learn to be responsible for the effects of their own actions and behaviour on others. It is important that rules and behavioural expectations are applied sensitively and do not become a rigid framework of discipline that will lead to added confrontation and may mirror the interactions that children/young people may have experienced in their early life.
- We encourage young people to develop socially acceptable behaviour while respecting difference and celebrating all that makes each child/young person unique. What defines 'challenging behaviours' is different for each person, but in general are behaviours which cause the young person a problem.
- Where we worry about a child's/young person's behaviour we add a positive behaviour support plan to their placement plan. This describes the behaviours likely to occur and what causes these. It also offers guidance as to the strategies (such as distraction, deflection, and withdrawal of the adult etc.) which have proven successful in supporting the child/young person and approved ways in which we can physically intervene if the young person is hurting themselves or someone else, or seriously damaging property.
- Children/young people are involved in ways to de-escalate situations and supported in looking at alternative strategies which will work on an individual basis.

4. Behaviour management

- It is expected that children/young people in our care will break or push against rules. This is the time when the most valuable work can be carried out with children/young people. We believe that it is important to challenge and confront unacceptable or anti-social behaviour. However, it is important to do this in a way that is not punitive, overly controlling and is not rejecting. It needs to be handled in a calm and controlled way and in a manner, which communicates respect, concern and sensitivity.
- Managing challenging behaviours provides an opportunity to re-assert values, to encourage negotiation, to stress the importance of compromise and to help broaden children's/young people's understanding of themselves and others. In confronting behaviour, staff will attempt to be pro-active rather than reactive. They will do this through reflecting what they have observed to

children/young people, labelling the behaviour and pointing out the impact on themselves and others. The use of discussion and negotiation will be used.

- Incidents of behaviour problems also provide the staff with an opportunity to find out more about children/young people. Behaviour is a way in which children/young people can communicate their unmet needs. Rather than seeing a particular behaviour as a problem, it can provide staff with an opportunity to obtain information and seek solutions to children's/young people's underlying problems that feed the behaviour.
- All staff undertake training in the management of aggressive and threatening behaviour, and this focuses upon de-escalation techniques as well as safe ways to physically intervene where necessary. Staff will use a range of interventions to diffuse a potentially violent and risky situation before it is allowed to escalate beyond control. These include strategies such as diversion, calming techniques, negotiation, problem solving techniques, consideration of alternatives and the costs of each option, attention to non-threatening body language, etc.

5. Underlying principles

The following principles underlie the procedures and methods of behavioural control used:

- An important factor in behavioural control is the quality of the relationship between staff and children/young people.
- Staff should always be prepared to listen to children/young people, even when their views are not agreed with;
- In day-to-day decision making, staff need to exercise a balance between children's/young people's wishes and preferences, the needs of children/young people, the needs of other children/young people they are with and protection of all from harm.
- Communication between staff and children/young people must always seek to be positive and reflecting care and concern for the children's/young person's welfare.
- Behaviour problems are often (although not exclusively) a child's/young person's way of trying to communicate or meet their unmet needs. In effect, they are a solution to children's/young people's underlying problems and conflicts.
- Staff should pay attention to any factors that may trigger or fuel behaviour and make a commitment to defusing explosive situations.
- Some children's/young people's problematic behaviour is a reflection of organic or developmental causes and are not under the child's/young person's or staff's control. Children/young people in these situations may require specific behavioural or medical intervention as recommended by a mental health professional or therapist.
- Children/young people have a right to be protected from their own self-destruction or anti-social behaviour and be assisted in developing strategies of self-control.

- Both staff and children/young people have a right to live without extremes of verbal abuse, physical violence, and damage to their home or property.
- Managing behaviour measures must be fair and consistently applied.
- Children/young people should not be forced into confrontations as a way of bringing out their underlying problems.
- Wherever possible, the cooperation of the child/young person will be sought in deciding an appropriate method of control.
- Measures of control should encourage reparation and restitution.
- No form of corporal punishment is acceptable.
- Children/young people should never be threatened with the placement being ended.
- Children/young people should be aware that it is the behaviour that is disapproved of and not the children/young people themselves.
- When sanctions are assessed as appropriate the lesser sanction should be applied first and shall reflect the principle of reparation or restitution.
- Sanctions and use of physical intervention are not excessive or unreasonable.
- All incidents of behavioural control and discipline must be recorded openly and be available to scrutiny by senior managers, children/young people, social worker, parents/carers, the regulatory authority and any nominated person required to monitor the welfare of children/young people in the home.
- In applying behaviour management, the privacy of children/young people must be appropriately protected. Any limitation placed on a child's/young person's privacy or access to any area of the home's premises must be intended to safeguard each child/young person accommodated in the home, be necessary and proportionate, and be kept under review and, if necessary, revised. Children/young people must be allowed as much freedom as is possible when balanced against the need to protect them and keep them safe.

6. Staff responsibilities

The registered manager must ensure that staff help children/young people to develop, and to benefit from, relationships based on mutual respect and trust, an understanding about acceptable behaviour and positive responses to other children/young people and staff. Staff have a responsibility to:

- Meet each child's/young person's behavioural and emotional needs, as set out in the child's/young person's relevant plans.
- Help each child/young person to develop socially aware behaviour.

- Encourage each child/young person to take responsibility for the child/young person's behaviour, in accordance with the child/young person's age and understanding.
- Help each child/young person to develop and practise skills to resolve conflicts positively and without harm to anyone.
- Communicate to each child/young person expectations about the child's/young person's behaviour and ensure that the child/young person understands those expectations in accordance with the child's/young person's age and understanding.
- Help each child/young person to understand, in a way that is appropriate according to the child's/young person's age and understanding, personal, sexual and social relationships, and how those relationships can be supportive or harmful.
- Help each child/young person to develop the understanding and skills to recognise or withdraw from a damaging, exploitative or harmful relationship.
- Strive to gain each child's/young person's respect and trust.
- Understand how children's/young people's previous experiences and present emotions can be communicated through behaviour and have the competence and skills to interpret these and develop positive relationships with children/young people.
- De-escalate confrontations with or between children/young people, or potentially violent behaviour by children/young people.
- Understand and communicate to children/young people that bullying is unacceptable.
- Have the skills to recognise incidents or indications of bullying and how to deal with them.
- Encourage each child/young person to build and maintain positive relationships with others.

7. Working in partnership with others

- The organisation works closely with the placing authority to understand the child's/young person's relationship history and the impact that the child's/young person's arrival may have on the group living in the home. Staff should understand, for each child/young person, what the placing authority has recorded in the relevant plan as an appropriate level of contact with family and friends.
- The organisation works closely with health and education professionals to ensure that outcomes identified, and progress made by children/young people in building relationships and achieving socially acceptable behaviours can be recorded and measured.
- The organisation develops and maintain effective working relationships with local youth justice and police services where children/young people in their care have targets to achieve in reducing offending or socially unacceptable behaviour.

8. PPR Training

- We do not ever implement sanctions as part of behaviour management or a positive behaviour support plan. All new staff are required to read the policies on promoting positive behaviour as part of their induction process. All supporting staff receive formal de-escalation training every two years which is delivered by a qualified PPR Trainer.
- PPR aims to promote the least intrusive strategy and techniques, with an emphasis and preference for the use of verbal and non-verbal de-escalation strategies being used, so that restraint is only used on occasions to keep staff or children safe or where there is serious damage to property. Staff are observed during the training and need to pass this course. There is on-going training, meetings and supervision of staff, and if ever there were concerns about a member of staff's approach, they would be prohibited from using the training.
- Physical intervention is seen as significant and a major infringement of children's/young people's rights and should not happen. The registered manager therefore reviews each of these incidents and debriefs young people and staff if this occurs. We aim to identify learning to avoid such incidents in future and monitor and evaluate progress over time, making changes to the behavioural support plan, the way we work or organisational policies if required.

9. Control and restraint

Physical restraint must only be used as a last resort, to take control of a dangerous situation, where there is considered to be serious risk to the child, others or property.

- Staff are only authorised to physically intervene after they have undertaken PPR training. Only in extreme emergencies are non-trained staff permitted to assist in a physical intervention, and the reasons for this being necessary must be recorded in the accompanying records.
- A physical intervention must never take place in the following circumstances:
 - for convenience, where negotiation is required but there are other pressures;
 - as an angry reaction to verbal abuse or defiance;
 - as a sanction;
 - as a 'knee-jerk' means of control when there is no obvious or immediate danger;
 - when the child is unwell or distressed;
 - or when the staff member is angry, hurt or injured. To do so could result in disciplinary action.
- Every effort must be made to ensure two people are present during a physical intervention situation.

- Staff must always ensure that the child is not hurt. Complaints by the child that they are being hurt must be checked by the second member of staff present during the intervention. If the child's complaint is genuine, staff must set about rectifying the situation immediately.
- Staff must read the relevant handouts, (referred to during the training) which set out the authorised techniques of restraint to be used, ways to avoid having to hold, and managing aggression.
- A record of restraint is located on Clearcare. Staff must ensure that all physical interventions are recorded appropriately.
- The records of such events will be checked by the registered person and signed to confirm that monitoring of holds has taken place within statutory timelines.

10. Record keeping

The registered manager must maintain in the home the records relating to behaviour management, ensure that the records are kept up to date and retain the records for at 70 years on a young persons file.

- Within 24 hours of the use of a measure of control, discipline or restraint in relation to a child in the home, a record is made which includes:
 - the name of the child;
 - details of the child's behaviour leading to the use of the measure;
 - the date, time and location of the use 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 and any consequences of the use 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 person, or a person who is authorised by the registered person to do so ('the authorised person'):
 - has spoken to the user about the measure; and
 - has signed the record to confirm it is accurate.
- Within 5 days of the use of the measure, the registered person or the authorised person adds to the record confirmation that they have spoken to the child about the measure.

11. Revision history

Date of next review:

Date of release: April 2023