

Behaviour Management

Behaviour Policy

At Donyland Lodge we aim to create a safe, secure environment in which young people and adults feel free to relate to each other in a relaxed, friendly, civilised way, safe in the knowledge that they are valued and respected, will be listened to and responded to with courtesy. We cannot expect young people to know instinctively how to behave, and modelling and example is vitally important. Some young people may not be aware that they are behaving in a way that is regarded as unacceptable by others. They will need to be told, sensitively, that their manner is offensive or rude, and helped to change. We need to be aware of possible cultural differences. The way in which young people are spoken to can have an enormous effect upon how they feel about themselves and the world, and how they subsequently behave towards others. Telling a young person to “shut up” is totally unacceptable, as is using sarcasm or allowing a young person to be seen by others as a scapegoat.

Young people must always be listened to and threatening, aggressive, confrontational language should never be used. If a young person complains to an adult about another person, he should never be responded to dismissively. The complaint must be responded to, with the young person seeing that his complaint is taken seriously and dealt with fairly, otherwise young people may take matters into their own hands. In disputes every young person must be allowed to have his say, without interruption.

Aims

To:

- give a clear code of conduct for the use of all adults and young people
- promote a consistent approach so that everybody at Donyland Lodge is aware of the expectations.
- provide a positive living environment in the home and the school.
- foster mutual respect and awareness of each other's needs.

Expectations in the Classroom

Young People are expected to respect people, property and the learning environment. Through discussion with staff and young people, a set of expectations have been put together, which appear in poster form around Donyland Lodge. A copy of these expectations can be found in appendix C.

All pupils are expected to observe certain rules and expectations, which are designed to demonstrate respect for each other, for the staff and for the equipment, buildings and facilities at Donyland Lodge.

In the classroom we expect that everyone will:

- respect people, property and the learning environment
- arrive on time to lessons appropriately dressed
- make it as easy as possible for everyone to learn
- try their best to do the work
- listen and consider carefully the views of others
- work co-operatively and behave safely

Unacceptable behaviour will result in the young person not achieving their 'Stars' for that period of time.

This includes:

- non school items including food and drink being brought into the classroom
- bullying in any form
- play fighting
- behaving in such a way that may be considered as putting any other pupil or adult at risk
- damage to equipment or property
- inappropriate language or conversation
- physical or verbal abuse
- persistent breach of classroom expectations

Behaviour Management

At Donyland Lodge we believe that the preferred method of behaviour management is through young peoples involvement and by providing a system of positive reinforcement where good behaviour is rewarded throughout the day. Many boundaries are agreed and negotiated with the involvement of young people during community meetings and small group meetings. Apart from this process and the giving of praise, certificates and clapping, positive reinforcement is by means of our Ladder system, this enables staff and children to monitor and assess their progress and engagement within their programme. This consistent framework of reward is essential for all young people if they are to feel safe and encourages the development of internal controls.

All young people are enrolled on our Ladder system when they arrive, but it may be felt appropriate from time to time to develop an individual programme for a set period in consultation with the young person, Local Authority and parents when appropriate. Such a plan is implemented when young persons presenting difficulties are that it is felt they would benefit from this input as an aid to positively reintegrate the young person back onto the Ladder system as soon as possible.

Qualified instructors who are part of the establishment train all staff at Donyland Lodge in approved methods of physical restraint and/or de-escalation and breakaway techniques in accordance with DOH and DfES guidelines. Physical intervention will only be implemented to prevent likely injury to the young person, others or serious damage to property. These incidents are carefully recorded in line with the expectations laid out in the CSA 2000 22.9 and the information made readily available to the placing Local Authority. All records are carefully checked and monitored by senior management to ensure that staff guidance, policy and procedures are being clearly adhered to.

Permissible Sanctions

At Donyland Lodge we strongly believe that the promotion of positive relationships between staff and young people, on both an individual and a group level, is most important. A genuine feeling of trust, respect and understanding between everyone involved in Donyland Lodge, and an atmosphere of working together, reduces the need for sanctions.

However, on the issue of sanctions and methods of control, we are guided by the Department of health's document; "The Children Act 1989: and The Children's Homes National Minimum Standards, Care Standards Act 2000.

Permitted measures of control and discipline:

Any sanction imposed should be appropriate to the age of the individual young person, and should take into consideration his personal circumstances.

Verbal Reprimands:

Verbal reprimands should not be defamatory or derogatory, and should condemn the behaviour, not the person. During confrontational incidents staff need to constantly assess the child's moods and feelings. The severity of any reprimand should reflect

- the seriousness of the incident
- the relationship between the member of staff and the child and
- the eventual outcome of the exchange

Restitution:

Paying for damage to property is acceptable, but great care should be taken as to how much money an individual should lose on a regular basis. In some cases the opportunity of repairing damage with a Keyworker's supervision or help is more desirable as it provides an ideal opportunity for discussion about behaviour and responses to behaviour.

Curtailing Leisure Activities:

Curtailing leisure activities is acceptable. Care should be taken regarding the repercussions of any such action for the rest of the group. Leisure activities should in themselves be used as opportunities to develop individual skills, relationships and experiences, and to promote the group identity. This sanction can take the form of a not achieving the 'Stars', which means, activities for the child are limited to on-site. This sanction does not prevent a young person going out if no money is spent on him, nor does it prevent a young person from spending his own money on an activity.

Vehicle Bans:

Another sanction that can be imposed is a vehicle ban, which effectively prevents the young person being taken anywhere. Vehicle bans should not prevent the young person from attending essential appointments/visits e.g. optician, GP, home visits, hairdressers, solicitors, etc, nor interfere with his school programme.

Systems of Rewards for Good Behaviour:

It is better to reinforce positive behaviour with rewards than punish negative behaviour. Any system of rewards needs to be consistent and fair for everyone involved.

Increasing Supervision:

This form of control can be effective if there are particular times when difficult behaviour is occurring (e.g. bedtime, mealtimes.)

It is good practice, where possible, to link the punishment to the incident, giving the young person the feeling they have put things right themselves, as

opposed to simply taking away treats.

A record must be made of any sanction imposed, giving the date and full particulars of the sanction imposed. Any amendments to sanctions must also be recorded. This record book must be available for inspection by the appropriate authority whenever required. Apart from verbal reprimands, all sanctions must be authorised by the team leader in consultation with the staff on duty, and should be countersigned by the Positive Behaviour Management Co-ordinator and the Registered Homes Manager. Any use by staff of sanctions which are not permitted will be regarded as misconduct.

Sanctions not to be used at Donyland Lodge:

- any form of corporal punishment;
- any deprivation of food or drink;
- any restriction on visits to or by the child;
- any restriction on communication to or by the child, by telephone or post;
- any requirement that a child wear distinctive or inappropriate clothing;
- the use of medication;
- the withholding of prescribed medication or medical or dental treatment;
- the intentional deprivation of sleep;
- the imposition of fines, except where imposed by the courts, or in reparation, in which case no more than two-thirds of a child's pocket money should be withheld;
- any intimate physical examination of the child.
- Any measure which involves:
 - any child in the imposition of any measure against another child; or
 - the punishment of a group of children for the behaviour of an individual child.

Inhumane, degrading or humiliating sanctions must never be used.

Those sanctions which are used are carefully regulated. A consistent framework of control is essential for all children and young people if they are to feel safe and secure and to develop inner controls. It is damaging to allow children and young people to do just as they please.

Many young people in our care have come to expect punishment because this is the way they have been treated in the past. They have experienced mostly negative feedback. It is therefore important to recognise that, while they may understand a punitive approach, it is not the only approach.

When attempting to motivate a young person, it is very much a matter of finding something that is important to the young person at that particular time. The "carrot" must have strong enough pull to help him overcome previous behaviour patterns. The reward may not in itself be very grand, but as long as it is meaningful to the young person in question, it has a chance of acting as a motivator.

Sanctions only temporarily repress behaviour, the more sanctions are used the less effective they become, they rarely teach young people the positive behaviours which they should try and replace the negatives. However, there will inevitably be times when they have to be used.

Sanctions must be clearly defined and, whenever possible, be both immediate and consistent.

Equal Opportunities

In order to monitor equal opportunities we aim to:

- Monitor the frequency of involvement by a young person in incidents, the imposition of sanctions and the use of physical intervention. This happens by monitoring records.
- Make time for young people to give their point of view and record it. This happens as part of the Life Space Interview following any incident.
- Be aware of any special needs of a young person. Staff can consult a young person's *Action File*.
- Be aware of any unfavourable circumstances that are occurring at any time. This happens via handover, and by staff consulting a young person's *Action File*.
- Apply the policy in a consistent and fair manner.

Staff Responsibilities

To be fair

To be consistent

To know and work within the policy and practice

To provide support for one another

To provide a positive role model for the young people

To work in partnership with all those concerned with the young people for the benefit of the young people

Young People's Responsibilities

To respect other people's right to a safe environment

To accept the rules at Donyland Lodge

To alert a staff member of any unfavourable incidents towards any young person

Control & Restraint

Control is an important element of the work we do within Donyland Lodge. Appropriate structure to group functioning ensures that group and individual objectives can be met. An important element of control is the quality of the relationship, which exists between the adults and young people in the care of Donyland Lodge. Adults should have a readiness to listen to the young people and empathise with them, respect their feelings and take their wishes into consideration. They should have the capacity to accept the young people for what they are, and to challenge their behaviour when necessary.

Adults should be confident about intervening to manage such behaviours as:

- Dangerous behaviour
- Scape-goating
- Racial comments
- Bullying
- Damage to property
- Causing tension
- Physical aggression
- Spreading gossip
- Debilitating anxiety

- Loss of self control
- Negativism towards self
- Gender invective
- Religious intolerance
- Intimidating behaviour

The type of adult interaction with the young people is crucial to limiting the frequency, duration and intensity of challenging behaviours and to promoting emotional growth in the young people. It is imperative that the young people should not feel humiliated or isolated or feel rejected in attempts by adults to control their behaviour.

Whenever possible the co-operation of the young people will be enlisted in deciding on appropriate responses to their behaviour. It is recognised however, that this is not always possible and the staff team of Donyland Lodge have a duty of care in ensuring that young people with a high level of personal stress, a dangerous lack of self-control, and a strong desire to challenge and threaten are diverted from harming themselves, others and seriously damaging property are protected from the likelihood of doing so.

It is each adult's responsibility to make an assessment of the particular circumstances. They will need to decide if control is appropriate and if so at what level. It is not considered appropriate within Donyland Lodge to adopt a blanket approach to the use of controls exercised by adults simply because the young people have severe emotional and behavioural difficulties. Adults need to take into consideration the following:

- The behaviour of the young person
- The known intention of the young person
- His known wishes, feelings and emotional state
- The young person's history
- The influence of other young people, family, friends or adults
- Any future events which may be causing anxiety
- Knowledge of the young person
- The time of day
- The antecedents to the situation
- Children's Rights and relevant legal framework; Children Act 1989
- The possible consequences of the young person's behaviour

In considering these factors, particular attention needs to be given to the age, understanding and maturity of the young person.

Any response to challenging behaviour within Donyland Lodge will have the aim of calming the young person so that the adult can return the control to the young person. The staff team of Donyland Lodge who will exhaust all possible behaviour management strategies before they physically intervene will adopt a C.A.L.M (communication, awareness, listening and making safe) approach. Where and when there is time, physical intervention will be the last option for helping the young person regain control.

The priority of the adult is to facilitate a solution to the behaviour without harming the relationship that exists with the young person. Whenever possible, the adult will utilise various techniques and strategies to de-escalate the situation and these will be exhausted before physical intervention is used. They should also be familiar with the details in the young person's care plan and twenty-four hour management plan.

These strategies may include:

- Restructuring the programme/environment.
- Planned ignoring.
- Signal interference.
- Proximity control.
- Interest boosting.
- Tension reduction through humour.
- Hurdle help.
- Distraction.
- Antiseptic bouncing.
- Support through routine.
- Removing seductive objects.

All responses by adults will be in accordance with guidelines issued by the Department of Health (Permissible Forms of Control in Children's Residential Care-DoH 4/93) and section 55A of the Education Act 1996. All adults will be expected to familiarise themselves with 'Taking Care Taking Control' (DOH 11/96). All staff will receive annual update training on care and control and restraint techniques from an accredited Team Teach instructor.

Restraint

Physical intervention will only be used as a last resort when the young person has lost control and are at risk of causing personal injury to themselves, other young people, adults or are likely to cause serious damage to property. In these circumstances adults may use physical intervention and will be expected to apply safe techniques taught in Team Teach intervention.

These techniques include a range of single person holds, a range of gradual and graded escorting/guiding techniques and two person de-escalation techniques. Adults will ensure that every effort is made to secure the presence of a colleague before entering into any physical intervention. Any physical intervention should comply with good practice guidelines, that is the maximum amount of care with the minimum amount of force.

The objectives of restraint are to reduce the excessive amount of stimulation at a time of extreme crisis. The goals are: -

- > Short term- to assist the young person in regaining self-control.
- > Long term- to teach the young person better ways of coping with difficult situations and uncomfortable, painful feelings, maintaining the young person's self-esteem and developing the relationship between the young person and adult.

The latter goal is achieved through the use of a Life Space interview that is a non blaming supportive interview which helps the young person understand what happened and why, and identifies possible coping skills for the future.

Adults must be aware of any recommended physical interventions, which exist in the young persons Care Plan and twenty-four hour management plan and follow these as guidelines.

Senior management at Donyland Lodge expect all adults to familiarise themselves with these procedures and are committed to ensuring that all staff not only receive appropriate training but also receive the opportunity of a support interview as soon as possible following the incident.

The main guidelines relating to the use of physical intervention and restraint are as follows: -

There will be clear evidence that if the young person is not physically held they would cause significant injury to themselves, others or seriously damage property.

Adults will be able to show that alternative strategies of intervention/de-escalation have been attempted. Whenever possible the young person will receive a verbal warning that they will be physically held unless they stop whatever behaviour is causing the crisis to occur.

Once a decision has been made by staff to physically intervene they will act swiftly and decisively. However a gradual and graded approach will be used.

The minimum amount of force with the maximum amount of care is the underlying principle. It must not be undertaken as a punishment to the young person.

If a young person needs to be restrained for longer than ten minutes the adults involved must be replaced every ten minutes.

The hold will gradually be relaxed as soon as it is safe and the young person has begun to regain some self-control.

Wherever possible other colleagues will be present and other young people will be cleared away from the area in a calm, quiet manner.

In critical situations where the *shield* or *front ground recovery* techniques are used, a staff member must act as a *critical friend*. This will ensure that the Health and Safety of both staff and young person involved are not at risk with the use of such restrictive holds.

Where the *shield* or *front ground recovery* techniques are used, staff must operate an observation schedule to ensure there have been no adverse effects from the restraint. This is of particular importance regarding a young person's medical history and/or conditions.

The Team Leader must be notified as soon as possible and a full incident report must be completed including the build up to the incident, details of all interventions attempted and the follow up work done with the young person.

There are no circumstances which allow adults to slap, kick, punch, pull hair, push or bend back fingers/limbs against the joints in a controlling situation. Training in breakaway techniques will be taught Donyland Lodge staff team, which they can employ if they are being held in some way by a young person in an aggressive situation.

Adults will not be permitted to use any other method of physical intervention/restraint other than those taught in staff training programmes.

The use of physical intervention/restraint will be monitored by the Director or Registered Homes Manager to ensure that:

The need to use controls is minimised
Controls are only used in appropriate circumstances
Only the appropriate degree of intervention is used in particular situations.

Records and analysis of the number of restraints, staff involved in restraints and duration of restraints over twenty minutes will be kept to ensure identification of any recurring patterns and so improve practice. The use of the *shield* or *front ground recovery* techniques will be closely monitored to ensure there is not excessive or inappropriate use of such restrictive holds.

Education Act 1997 section 550A

"Power to restrain pupils

Power of members of staff to restrain pupils.

1. A member of the staff of a school may use, in relation to any pupil at the school, such force as is reasonable in the circumstances for the purpose of preventing the pupil from doing (or continuing to do) any of the following, namely-

- a. committing any offence,
- b. causing personal injury to, or damage to the property of, any person (including the pupil himself), or
- c. engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether that behaviour occurs during a teaching session or otherwise.

2. Subsection (1) applies where a member of the staff of a school is-

- a. on the premises of the school, or
- b. elsewhere at a time when, as a member of its staff, he has lawful control or charge of the pupil concerned;

but it does not authorise anything to be done in relation to a pupil which constitutes the giving of corporal punishment within the meaning of section 548.

3. Subsection (1) shall not be taken to prevent any person from relying on any defence available to him otherwise than by virtue of this section.

4. In this section-

"member of the staff", in relation to a school, means any teacher who works at the school and any other person who, with the authority of the head teacher, has lawful control or charge of pupils at the school;

"offence" includes anything that would be an offence but for the operation of any presumption that a person under a particular age is incapable of committing an offence.