

1.5.1 Managing Behaviours Policy

Regulations and Standards

England

- Regulation 11: The positive relationships standard
- Guide to the positive relationships standard
- Regulation 19: Behaviour management and discipline
- Regulation 35: Behaviour management policies and records
- Regulation 21: Privacy and access
- Regulation 37: Other records

Wales

- Regulation 15: Personal plan
<https://www.legislation.gov.uk/wsi/2017/1264/regulation/15/made>
- Statement of Purpose
- Regulation 21: Standards of care and support - overarching requirements
- Statutory Guidance on Regulated Services (Service Providers and Responsible Individuals) (Wales) Regulations 2017
<https://gov.wales/docs/dhss/publications/180201statutory-guidanceeen.pdf>

Outcome

Children/Young people have a clear framework of standards and expectations within which they can build positive relationships, be safe and feel supported.

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1. Introduction

It is vital that children/young people have a clear framework of standards and expectations within which they can be safe and feel supported. Part of this framework is clearly stated boundaries. Boundaries are used to help children/young people define their own behaviour and develop self-regulation. They help them to learn to be responsible for the effects of their own actions and behaviour on others and the wider community. It is important that boundaries and behavioural expectations are applied sensitively and do not become a rigid framework of consequences that will

lead to added confrontation and may mirror the interactions that children/young people may have experienced in their early life.

2. General Statement of Intent

It is the belief of Bryn Melyn Care that boundaries and behavioural management needs to be undertaken within an atmosphere of mutual trust and respect between staff and children/young people and an understanding of acceptable behaviour. They must be applied in a consistent, sensitive and understanding manner. This will help both staff and children/young people build relationships based on positive experiences and help to de-escalate conflict and oppositional behaviours. All Bryn Melyn staff are trained in PRICE physical interventions.

3. Behaviour Management

It is expected that children/young people in our care will push against boundaries. 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 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 nurture and support.

Managing challenging behaviour provides an opportunity to learn, to encourage negotiation, to stress the importance of compromise and to help broaden children/young people's understanding of themselves and others. In challenging behaviour, staff will attempt to be pro active rather than reactive. They will do this through reflection and using the skills they have been taught in training. The use of discussion and negotiation will be used.

Incidents of challenging behaviour 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 learn and find solutions to children/young people's underlying problems that encourage the behaviour.

All staff undertake PRICE 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 crisis. These include strategies such as distraction, re-direction, calm talking, and open body language.

4. Underlying Principles

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

- An important factor in behavioural management is the quality of the relationship between the 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/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 be positive, nurturing and supportive;
- Challenging behaviour is often (although not exclusively) a children's/young people's way of trying to communicate or meet their unmet needs. In effect they are a solution to children/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 de-escalating difficult situations;
- Some children's/young people's challenging behaviour is a reflection of organic or developmental causes and are not under the young person's or staff's control. Children/Young people in these situations may require specific behavioural support intervention as recommended in the Individual Behavioural Support Plan;
- Children/Young people have a right to be protected from their own negative or anti-social behaviour and be supported 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;
- Children/Young people should not be humiliated, isolated nor made to feel rejected during times of challenging behaviour;
- Behaviour Support Methods 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 measure of control;
- Measures of control should encourage learning, and be linked to the behaviour;
- No form of corporal punishment is acceptable;
- Children/Young people should never be threatened with the possibly of the placement being ended;
- Children/Young people should be aware that it is the behaviour that is unacceptable of and not the children/young people themselves;
- When consequences are assessed as appropriate the lesser should be applied first and shall reflect the principle of reparation;
- Consequences and use of physical intervention are not excessive or unreasonable; Must be necessary and proportionate
- All incidents of physical intervention 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;
- An environment which praises and rewards good behaviour is a preferable alternative to the consequences of challenging behaviour;
- In applying behaviour management, the privacy of children/young people must be appropriately protected. Children/Young people must be allowed as much freedom as is possible when balanced against the need to protect them and keep them safe.

5. Staff Responsibilities

The registered person must ensure that staff support 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 adults.

These are the main responsibilities:

- Meet each child's/young person's behavioural and emotional needs, as set out in the child's/young person's My Life Plans or Personal plans;
- Support each child/young person to develop socially acceptable 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;
- Support each child/young person to develop and practice 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;
- Support 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;
- Support each child/young person to develop the understanding and skills to recognise or withdraw from a damaging, exploitative or harmful relationship;
- Work in partnership 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;
- Are provided with supervision and support to enable them to understand and manage their own feelings and responses to the behaviour and emotions of children/young people, and to support children/young people to do the same;
- De-escalate confrontations with or between children/young people, or potentially challenging behaviour by children/young people;
- Understand and support children/young people to be aware that bullying is unacceptable;
- Have the skills to recognise incidents of bullying and how to deal with them appropriately and safely;
- Support each child/young person to build and maintain positive relationships with others.

6. Record Keeping

Within 24 hours of the use of a measure of control, discipline or Physical Intervention in relation to a child in the home our incident report form needs to be completed.

All sections of the incident report need to be completed these include -

- 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 physical intervention 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
- If any injury is sustained to the child or any other person there needs to be a description of this injury, also 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; and

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.

The registered person 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 least 75 years from the date of the last entry.

7. Working in Partnership with Others

Homes will work 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.

Homes will work closely with clinical 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.

Homes will work closely with Health professionals to explore possibility of medical conditions that may be adversely affecting the young person's behaviour; this may be particularly poignant where a young person has communication or sensory issues. Where this is found to be the case the information should be recorded and used to develop the health, care and behaviour management plan.

Homes will develop and promote 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.

Revision History

Date last updated: July 2020

Date of next review: July 2021

End