

<b>Policy Title</b>	<b>Date Implemented or Date of Last Review</b>	<b>July 2024</b>
<b>Behaviour Management</b>	<b>Date of Next Review</b>	<b>July 2027</b>

## Policy

*Good News Nwk Ltd.* (the Home) has high expectations of all children and staff and will strive to establish and maintain acceptable levels of behaviour and positive relationships.

As the home cares for children who have additional learning needs staff will use a person-centred approach to establish acceptable levels of behaviour. The home focuses on Positive Behaviour Support (PBS) and advocates focusing on and providing praise for positive behaviours rather than sanctions wherever possible. Staff will not issue sanctions unless it is agreed in the child's care plan. This will only occur if a child has a clear understanding and any sanction issued is not punitive.

The home will apply firm, fair and consistent principles in the application of this policy, including:

- treating each child with understanding, dignity, kindness and respect;
- building, protecting and preserving positive relationships between each child and the adults caring for them;
- understanding each child's behaviour to allow their needs, aspirations, experiences and strengths to be recognised and their quality of life to be enhanced;
- involving children and relevant others wherever practical in behaviour management;
- supporting each child to balance safety from injury (harm) with making appropriate choices;
- making sure the child's rights are upheld.

The home regularly reviews incidents of challenging or complex behaviour, examines trends or issues emerging from this, enabling staff to reflect and learn to inform future practice.

The home's approach to care means that they will not seek police involvement to manage behaviour. The children's learning needs means that they would not be deemed criminally responsible for any negative behaviours.

## Procedure



### **Establishing and confirming acceptable behaviour**

Children will be encouraged and helped to practise skills to build and maintain positive relationships and resolve conflicts positively. Children will also always be encouraged to articulate their feelings using their preferred communication method(s) rather than resort to physical expression or aggression.

The home's *behaviour charter* (see attached), which describes what is and what is not acceptable behaviour will be given to all children and updated regularly. This basic document below will be developed in a way that is appropriate to the age and abilities of the individual children.

Acceptable behaviour will be promoted by staff acting as good role models and by positive and exemplary behaviour being praised and rewarded. Bespoke key working sessions will also be carried out with children to help them understand why behaviours displayed may not be safe, appropriate or desirable, and to identify replacement behaviours or coping strategies for the child to implement.

### **Dealing with unacceptable behaviour**

All staff who are the subject of, or witness unacceptable behaviour are required to address the matter at the time, in a calm and professional manner, by informing the child(ren) that their behaviour is unacceptable, and must cease. The first action will always be to try to de-escalate conflicts, so as to avoid greater harm. Further action will be in accordance with the severity of the event. Physical punishment of any kind will never be used.

In all cases any measures taken to respond to unacceptable behaviour will be appropriate to the age, understanding and individual needs of the child, for example taking into account that unacceptable or challenging behaviour may be the result of illness, bullying, harassment, certain disabilities or communication difficulties, or previous events.

There may be occasions when the child's behaviour is so extreme that their actions may be a danger to themselves, or to others, or there is a danger of serious damage to property. In such cases the home may exercise some form of physical restraint.

For some children and young adults, usually as a result of an impairment or disability, restraint may, on occasion, be a necessary component of their care. In such cases this will be recorded in their care plan.

An incident report and a physical intervention record will always be made of restraint in all circumstances.

## Sanctions

### Overriding Standards -

- Sanctions must not be excessive or unreasonable;
- Measures taken to respond to unacceptable behaviour must be appropriate to the age, understanding and individual needs of the child. The home primarily supports young people with significant learning disabilities, and as such, due consideration must be given as to the effectiveness and appropriateness of any sanctions administered.

### The following Sanctions may be considered on an individual basis:

- Separation from other children;
- Loss of videos/DVD's/Tablet time;
- Letters of apology;
- Reduction/loss of pocket money to pay for damage incurred.

Any sanction used must be part of the child's agreed care plan and clear guidance must be in place in regards to its implementation.

## Notes

**Separation** from other children – this is to be a temporary measure only, and not to be repeated on a regular basis.

**Reduction/Loss of pocket money** – this should cover the costs involved in reparations and should not be construed as a “fine”.

## Prohibited Measures

The home will use discretion at all times when applying sanctions, in an attempt to engender positive and lasting improvements in behaviour. Extreme sanctions however will never be used, including the following:

- any form of corporal punishment;
- any punishment involving the consumption or deprivation of food or drink;
- any restriction, other than one imposed by a court 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 persons listed in regulation 22(1) (contact and access to communications); or

iv) a child's access to any internet-based or telephone helpline providing counselling for children;

- the use or withholding of medication, or medical or dental treatment;
- the intentional deprivation of sleep;
- imposing a financial penalty, other than a requirement for the payment of a reasonable sum (which may be by instalments) by way of reparation;
- any intimate physical examination;
- withholding any aids or equipment needed by a disabled child;
- any measure involving a child imposing any measure against another child; or
- any measure involving punishing a group of children for the behaviour of an individual child.

### **Leaving the premises without permission**

By the nature of our Statement of Purpose, all children living within the home will have significant cognitive impairments due to the severity of their disabilities, and as such it is unlikely that unaccompanied access to the community would be appropriate. However, all decisions around this will be accompanied by clear individualised risk assessments which ensure that children are able to lead as independent a life as is possible, whilst maintaining their own and others safety when in the community.

When taking children out the staff will ensure that the child has information on them that will assist with reuniting them with staff should they become separated. Staff will use methods such as social stories to agree with the child what to do if they lose each other e.g. go into a shop/look for a security guard/police officer etc.

When a child is on a visit the responsibilities of those visited should be made clear.

In situations where, for a young child or a child with significant learning disabilities who lacks safety awareness, the potential danger in leaving a home is real and obvious, then action to prevent this must be taken. In addition to physically restraining the child it may be necessary to hold or closely supervise them to ensure they do not run off.

However, for a child whose absence from the home is judged unlikely to lead to injury or serious damage, physical restraint would be inappropriate.

There may be circumstances where a child can be prevented from leaving a home – for example a child who is putting him/herself at risk of injury by leaving the home. Any such measure of restraint must be proportionate and in place for no longer than is necessary to manage the immediate risk.



### **Incident reporting**

In all cases of sanctions being applied, an incident report will be completed. This record is kept on the child's electronic records.

The home will record the incident and make a notification to Ofsted (if required). They will also provide a debrief in an understandable format to the child. e.g. using a social story, keyworking session etc.

### **Support to staff**

Staff will be supported to manage their feelings and responses arising from working with children, particularly where children display challenging behaviour or have difficult emotional issues.

This support will include appropriate training/education in the root causes of unhelpful behaviour and its elimination, through appropriate and available means, and the use of restraint, which might include attendance on courses, private study, e - learning etc. All staff will also receive a debrief after any incident that occurs.

<b>References to Legislation and Quality Standards</b>	
<b>Children's Homes (England) Regulations 2015</b>	<b>Regulation 11</b>
<b>Quality Standard</b>	<b>Positive Relationships</b>



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**Good News NWK's**

**Behaviour**

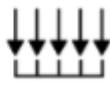
**Charter**



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