

The Serendipity Centre Ltd



every child deserves a chance

*The past is something that's gone forever
The future is something we will work on together*

POSITIVE BEHAVIOR POLICY

June 2022

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1. Context and Definition

This document contains The Serendipity Centre Ltd policy on behaviour management and the use of restraint. The aim of TSCL's educational, social and care programmes are to help young people to change their behaviour positively.

One of the key aims of TSCL is to enable young people to become independent, thinking and socially responsible adults who behave appropriately because they choose to rather than are forced to.

Staff have the task of regulating young people's behaviour so that they will do things at times that are not intrinsically motivating, but that are necessary if they are to learn and work effectively with others. The overall aim is to foster self-discipline in young people, i.e. to regulate young people's behaviour in such a way that gradually the young person will regulate her own behaviour.

Our young people growing up is a difficult enough process, even when the foundation of home and school are secure and accepting. Young people referred to us have a variety of difficulties associated with their learning, and/or emotional and social development. These are of considerable concern to themselves and to others. They include verbally and physically aggressive behaviour, impulsive reactions to situations and people, high sensitivity to criticism, difficulties in forming and maintaining relationships with other young people and adults, running away from situations, destructiveness of objects and sometimes self-injury.

This document should be read with reference to TSCL's major policy documents and guidelines on behaviour management including discipline, exclusions, reward and sanctions, bullying, and complaints

procedures. In particular, specific reference should be made to the “Team Teach” procedures and documentation.

2. Responsibility

It is the responsibility of the Senior Leadership Team to ensure that this policy is disseminated to all employees of the organisation and that suitable training is provided and refreshed as is necessary to staff who are expected to deliver against this policy. The Senior Leadership Team are responsible for the monitoring and review of this policy.

All employees of the organisation are responsible for delivering the principles of this policy and adhering to the approaches contained within.

3. Purpose of the policy

The aim of this policy is to guide staff to the correct approaches to undertake with the young people in the care of TSCL. TSCL cares for young people who present social, emotional behavioural difficulties and who may also have mental health diagnoses, learning needs and communication difficulties that lead them to become dysregulated and requiring staff support and intervention.

To ensure that staff and young people remain safe from harm it is expected that the principles and approaches in this policy are adhered to when addressing harmful or dangerous behavior from young people.

4. Framework and Legislation

This policy should be read alongside the following legislation and statutory guidance

- Working Together To Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children (2020)
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
- The Children’s Home Regulations (2015)
<https://www.legislation.gov.uk/ukxi/2015/541/contents/made>
- The Guide to the Children’s Home Regulations and Quality Standards (2015)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/463220/Guide_to_Children_s_Home_Standards_inc_quality_standards_Version_1.17_FINAL_NAL.pdf

5. Underpinning Principles

5.1 Developing Relationships

Carers have a responsibility to keep young people safe so that they neither cause harm nor are themselves harmed. Additionally, carers have the opportunity within their professional relationships to guide young people’s behaviour in ways which help them manage their own feelings as well as develop consideration for others. Whilst young people bring their own values and behaviours to placements, carers play a key role in influencing young people and the culture of the home is generated by the adults who work there. A restrictive, unsupportive, discouraging and punishing culture will result in instability, hostility and, possibly, severe disruption.

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Carers should always seek to maintain relationships with children/young people which are positive and based on mutual respect. It is important that carers appreciate the need to take the initiative and show resilience to sustain relationships with children/young people who may not want to have such a relationship. In the initial stage of a placement, a good way of beginning to build a positive relationship is to offer clear boundaries and expectations to the child or young person on which to build.

Carers can develop relationships by:

- Displaying a genuine commitment to make and sustain relationships with children/young people with challenging behaviour
- Offering consistency and continuity of care so that children/young people can have confidence in building the relationship
- Being clear about what young people can expect, what the responsibilities are and how they will be discharged
- Demonstrating an understanding of the child/young person's difficulties and reassuring them that the carer wants them to succeed and will be there when things are difficult as well as when they are good
- Understanding that mutual respect and confidence has to be earned, and always showing respect for children/young people
- Showing integrity- always be consistent, truthful and reliable. Never telling lies, and always abiding by their side of the deal even if the child/young person does not do likewise
- Modelling appropriate behaviour and self-discipline. Expressing feelings appropriately, showing care and concern for the child/ young person, not retaliating if provoked and apologising if in the wrong.
- Talking to children/young people about their behaviour, explaining the benefits of change and telling them that we care too much to allow the unacceptable behaviour to continue and how you can help them change
- Always making sure that the child or young person's needs are being met. Carers should demonstrate clearly and consistently concern for the child or young person's welfare and put themselves out if they have to. The views and wishes of young people should also be considered.
- Encouraging the child or young person to take responsibility for their behaviour and its consequences
- Never succumbing to negativity. Ensuring that all interactions are positive and promote self-esteem. Rewards and encouragement should essentially associate to praise, encouragement and support.

5.2 Positive Reinforcement

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Many children/young people who are looked after have been raised in low warmth / high criticism household or have been subject to abuse and neglect. They will have repeatedly received negative messages about themselves, which will have impacted adversely on their self-esteem, self-worth and confidence. The expectation is that carers will develop positive and supportive relationships with young people, and that generally they will be managed through the positive reinforcement of appropriate and desirable behaviours.

The model of effective behaviour management that TSCL uses is High Warmth/High Control which enables young people to have their successes celebrated by consistent, compassionate carers who work with young people to safeguard them and manage their behaviours positively. It is a key task of carers to teach young people how to behave appropriately by modelling appropriate responses to a range of situations. They can also consistently provide feedback to young people about their behaviour and how it impacts on others.

As young people attempt to manage their behaviour they need encouragement and support both to reward their efforts and provide further change.

When carers intervene with young people because of their behaviour they should do so in a way that clearly differentiates disapproval of the behaviour from disapproval of the child/young person him/herself

There are a number of options available to promote change through positive reinforcement.

- Verbal Praise - never miss an opportunity to say something positive to a young person and always acknowledge their efforts whether or not they succeed at what they are doing
- Super Praise - praise the young person first, and then tell them you are so pleased you are going to tell the Manager / school teacher/ clinician. Praise the young person in front of that person. Then that person then praises the young person also.
- Non-Verbal Feedback- positive attitude towards young people and approval for their behaviour can be conveyed through facial expressions and gestures (carers need to exercise caution when using physical contact to ensure that the gesture is not intrusive nor open to misinterpretation by the young person.)
- Reward/ Incentives - young people in placement should be given opportunities to earn additional benefits or treats to reward their effort to change such as extra pocket money, extension to bedtimes at weekends etc. It is essential that when incentives and rewards are used to reinforce improved behaviour, that the improved behaviour comes before the reward, otherwise it is bribery. This is managed for young people under 16 years old through the Behaviour Management Chart which is an individualised plan for them to work towards their targets and to encourage positive behaviour. Where children have learning difficulties / disabilities it is important to understand the different ways in which these children may behave as a result of their difficulties / disabilities, e.g. epilepsy, allergic reaction, autism, frustration at lack of communication and self-stimulatory behaviour (head banging, rocking etc.) can all influence behaviour.

5.3 Proactive and preventative responses

Young people are rarely spontaneously violent. Usually they go through a process of rising anger and aggression, which, if unchecked leads to a violent outburst. It is important therefore, that if carers are to avoid violent confrontations that they understand the “cycle of aggression” and are able to intervene appropriately in response to signs of mounting anxiety and agitation in children and young people.

There are four stages in the cycle of aggression: anxiety (or agitation), anger, aggression and assault.

Carers need to recognise the early stages of a behavioural sequence that is likely to develop into a serious incident (if they do not intervene) and take the necessary steps to prevent further escalation.

Where there are signs if anxiety / agitation is present, carers should attempt to deal with the need, where possible, this is often different to the presenting behaviour (e.g. a need around contact being planned may present itself as criminal damage as part of a violent outburst). Distraction techniques may also be useful at this stage to redirect the young person’s mind elsewhere. If these strategies don’t work carers may dis-attend or disengage from the young person’s behaviour through planned disengagement. Note this does not mean that carers ignore the young person or lock themselves away from the young person, as these responses may cause further agitation and anger.

All young people will have individualised *Behaviour Support Plans* included within their care planning and staff should ensure that they are familiar with these plans for each respective young person prior to supporting young people.

6. Rewards and Consequences

6.1 Use of Consequences

Many people equate the use of consequence with punishment. This is a mistake and it is essential that carers bear in mind at all times that punishment has no place in the care of children & young people. Rather, consequence should be seen as an aid to promoting change in children and young people through confronting them with the consequences of their actions and providing an incentive to change their behaviour.

When consequences are used, carers need to ensure they meet the following criteria;

- Proportionate and appropriate to the behaviour under consideration and its circumstances.
- Relevant to the age, understanding and care plan of the child or young person
- Realistic, sensitive, enforceable and achievable
- Timely- applied as soon as appropriate after the unacceptable behaviour and within a timescale relevant to the child or young person
- Not disruptive to other children and young people in the home
- Regularly reviewed

6.2 Non-permitted consequences

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The following consequences are unacceptable and should not be used:-

- Corporal punishment (hitting, slapping, tapping or any physical chastisement)
- Deprivation of food and drink, not providing food and drink, which is normally available. Also making children and young people eat food they dislike
- Turning off electricity or water supplies both within the home and in young people's bedrooms
- Intentional deprivation of sleep
- Withholding medication, medical or dental treatment
- The use of disrespectful or abusive language, name calling or threats
- Requiring children and young people to wear distinctive and inappropriate clothing, intended either to demean and humiliate, or discourage absconding
- Restriction of liberty, it is illegal to lock children and young people into any premises apart from Secure Accommodation.
- Imposition of fines only Court or reparation fines
- Intimate physical searches. It is unacceptable to personally search a child or young person but you can ask a child or young person to turn out their pockets or bags if you have good reason they have something on their person that can cause harm. Searches of a child or young person's bedroom would be permissible only in exceptional circumstances (See Searches & Confiscations Policy)
- Restriction on visits or communication with friends or family except when there are concerns about risk or harm. These restrictions should be detailed within the care plan

6.3 Permissible Consequences

- Increased supervision i.e. escorting the young person to school to prevent any 'missing from care' incidents.
- Curtailment of leisure activities; agreement should be reached with local authority workers on which activities can and cannot be curtailed.
- Withdrawal of privileges; later bedtimes, or longer lie-ins, extra TV, playing music in own room etc.
- Supervised monies if money is being spent inappropriately i.e. Drugs, Alcohol etc and is posing a risk to a young person's health and wellbeing.
- Verbal reprimand. However; it is not acceptable to shout at young people or use threatening or intimidating language.
- Vehicle Ban – where the behaviour related to dangerous / undesirable behaviour in the vehicle and to allow time for a risk assessment and risk management plan to be formulated. Carers should also consider providing the young person with some educational activity around being safe in the vehicle/ on the road.

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- Time-outs offered to encourage young people to take space away from staff and young people safely.
- Reparation payments; to compensate for damage to property or theft. These should be no more than 50% of the young person's weekly pocket money and between 50%-100% of the total cost of damage / theft. Each case should be looked at on an individual basis to ascertain what percentage of reparation is to be charged, and where young people present with behaviours that require regular reparation, or reparation of a large amount, then the home should look at restorative justice strategies.

The reparation would not be refunded but instead used to replace the damaged or stolen item. Should the young people wish to pay reparation amounts through their rewards monies earned, they will have the option to do this, but this will be at their discretion.

- Grounding- not allowing the child or young person to leave the home unaccompanied. Grounding must not involve the child being prevented from leaving the home by locking in or use of physical intervention. It can therefore only be done with the child or young person's agreement.

7. TSCL's 'SPACE' Model

In conjunction with a Consultant Clinical Psychologist, TSCL have developed a unique therapeutic model called the 'SPACE' Model. This model is delivered during placement within TSCL to support young people to make sense of their experiences and develop skills to assist them in regulating themselves.

7.1 SPACE stands for;

S – creating a safe and secure environment for children and young people to develop trusting relationships with caregivers/teachers.

P – Psychoeducation about the impact of emotional trauma on the child's developing brain with caregivers/teachers and children/young people. Identification and development of multisensory, cognitive and behaviour coping strategies e.g. mindfulness, relaxation.

A – Attunement to the child/young person's emotional state, helping them to identify and label emotions e.g. PACE.

C – Cognitive behavioural approaches, identification and enhancing problem solving skills.

E – Emotional trauma and developing a trauma narrative, developing new meaning of past emotional trauma.

7.2 SPACE Model Phases

The SPACE Model has three phases that are delivered for the duration of a young person's placement within TSCL.

Phase 1 – Stabilisation; (3-6 months from admission)

*The aim is for the child following admission to have a period of **stabilisation** to enable them to become familiar with the care environment, school and clinical team and to build relationships. To begin to develop a feeling of safety, and to feel more secure in a consistent, emotionally containing environment. This will*

assist the child in beginning to develop adaptive self-soothing, self-regulatory skills and build trusting relationships with care, education and clinical staff. (TSCL SPACE Model, Practical Application 2020)

Phase 2 – Reconnection; (6 – 24 months from admission)

*....With time the child will move forward to the **reconnection phase** this is when they have developed better self-regulatory skills, and are beginning to build trusting relationships with care, clinical, and education staff. The aim of this stage is for the child to increasingly access higher cortical areas of the brain (executive functioning involving the prefrontal cortex) with improvement in connections to the rest of the brain (reconnection). The goal will be for the child to spend more time in the **social engagement system** according to the DDP model. The child can then reap the benefits in education, with new learning of adaptive skills, and engaging in therapy to help develop emotional and behavioural regulation skills using cognitive and emotional skills (CBT). (TSCL SPACE Model, Practical Application 2020)*

Phase 3 – Consolidation; (24 – 48 months from admission)

*...After a period of time in the reconnection phase the child will progress to the **consolidation phase** when they have developed enhanced regulatory behaviour skills, and affective modulation. At this phase the child is better able to access the **social buffering system** in peer and relationships with staff. At this phase the child will be developing independent living and community skills, making future educational and vocational goals and their transition out of the service is being planned. (TSCL SPACE Model, Practical Application 2020)*

7.3 SPACE Model Underpinning Theory and Principles

1. Dyadic Developmental Psychotherapy (DDP)
2. Trauma Focused Cognitive Behavioural Therapy (TF-CBT)
3. Dialectical Behaviour Therapy (DBT)

8. Managing Incidents of challenging, unwanted, dangerous or risky behaviour

If attempts to defuse and de-escalate the challenging behaviour are unsuccessful and there are signs of mounting anger and aggression, then it is necessary for the responses to the child/young person to change. This is because as the level of anger rises in the child or young person they become less amenable to rational discussion.

In the face of maintaining agitation, moving towards anger and aggression, it is important that the carer remains calm, allows the child/young person more personal space and alerts other carers. The carer should consider removing themselves and/or other young people if this is a viable and safe option and advise the child or young person of the consequences of failing to calm down. If the child/young person continues to behave aggressively it may be necessary to consider the use of physical interventions (cross reference to the Physical Intervention Policy.)

8.1 Responses to avoid

It is important in the face of mounting anger and aggression, DO NOT;

- Lose self-control or lash out
- Shout (although it may be appropriate to raise the level of the voice and speak more assertively)
- Attempt to enforce compliance over trivial or unnecessary matters
- Take positions or issue warnings that cannot be maintained
- Attempt to continue to use reasoning in the face of mounting anger and aggression (when children and young people may have lost the ability to rationalise and negotiate)
- Threaten or intimidate children/young people
- Make fun of, ridicule or humiliate children/young people
- Confront challenging behaviour in front of an audience
- Corner or closely confront a child/young person
- Inflict any form of corporal punishment; i.e. any intentional application of force as punishment, including slapping, punching, rough handling and throwing missiles.
- Make any restrictions relating to the consumption or deprivation of food or drink;
- Make any restriction on a child's contact with his or her Parents, relatives or friends; visits to the child by his or her Parents, relatives or friends or limit their access to counselling or advocacy services like Children's Rights or placing social workers. (This does not prevent contact or communication being restricted in exceptional circumstances, where it is necessary to do so to protect the young person or others.

8.2 Helping Strategies

When staff notice warning signs that a young person is becoming tense, withdrawn or angry, it is important in the first instance, to share this information with other staff who may be able to shed light on possible causes and ways to help.

The following is a list of other things to do

1. Always inform senior staff of any concern.
2. Record any serious incident or concern on the Cause for Concern Form [RD3] and bring to the attention of a senior member of staff so that good communication is ensured, and the young person's needs can be assessed and monitored.
3. Check whether anything you, or another member of staff, might have done or said, could have upset the young person (including tone of voice, facial expression, body posture).
4. Check whether any event within school or at home may have had an upsetting effect.

5. Offer a quiet chat, in a peaceful and relaxed setting. The importance of a 'listening ear' cannot be overstated. Allow the young person to choose who they would like to talk to.
6. Some young people may not find it easy to talk and certainly not to answer questions. The main aim is to show the young person that they are cared for, that the fact they are unhappy is important and not ignored that help is there when they are ready for it. The offer of a quiet activity may help to alleviate tension. Procedure for Behavioural Incidents Because of the unpredictable nature of some young people's behaviour, there are times when explosive incidents will occur. Only rarely will there be a sudden eruption of violent behaviour. Usually, there is clear, if sometimes rapid, escalation of lesser behaviours which lead to 'out of control' behaviour (at school these signs, along with appropriate staff action, are recorded on the 'My Signs' and 'My Calming Plan' sheets at the back of each student's 'STAR Chart' [RD4]).

For new young people or cases where the documented strategies are inappropriate or ineffective, staff should use the following 'ladder' of strategies and considerations to try to defuse the situation

1. Quietly and calmly indicate to the young person that the behaviour is not acceptable
2. Suggest that you can see that they are upset and might like your help in dealing with what is causing it.
3. Offer the chance to go with you away from the situation to explore how you can help. The aim is to 'break the momentum' by allowing the young person space or time to take an alternative course of action, which does not lead to loss of face. This is obviously better away from peer group pressures, which can exacerbate the situation.
4. Be sensitive to the effect of your own physical postures and movements; e.g. do not move too close too quickly. This may just escalate an incident where a more deliberate approach would be less threatening. Also, a young person who is ready to fight may misinterpret an arm round them as a threat. Avoid standing over a young person who is seated.
5. Be sensitive to tone of voice. A quiet but clear tone is more verbally reassuring.
6. Try to appear calm and confident. It is important for the young person to feel that staff are in control.

8.4 Positive Handling Procedure

If it becomes clear that all the above methods have not been effective, it may be necessary to use positive handling in order to limit the harm done to self and others. The techniques of positive handling should be in accordance with our training. TSCL uses the "Team Teach" approach to handling difficult young people and all staff should be familiar with, and be able to use the "Team Teach" methods for holding, escorting and restraining aggressive young people.

In this event, the following must apply;

1. The senior member of staff on duty must be informed of any incident.
2. Whenever possible a senior member of staff will be consulted prior to the use of physical restraint and will direct the process. After consultation and a decision being reached to remove or restrain a

young person, the senior member of staff will direct this process, taking into account the availability of staff and the needs of the other young people.

3. There should ideally be no less than two members of staff, including the senior member. Teamwork will be essential in these situations, and additional assistance should be requested if necessary.

4. The overriding principle is that the degree of force should be the minimum required to control the young person's dangerous act.

5. It should be applied in a manner that attempts to reduce rather than provoke further aggressive action.

6. An audience does not help physical confrontations and wherever possible the young person should be removed to a quiet room away from other young people. There will be times when the audience may have to be removed.

7. Care should be taken that the young person does not hurt themselves by 'thrashing' against furniture, walls or doors.

8. During the incident, attempts should be made by one member of staff, if possible someone who has a close relationship to the young person, to talk calmly and firmly so that the young person knows what is happening and what they can do to return the situation to normal. This is not always possible at the beginning of an incident when the young person may be verbally as well as physically aggressive.

9. It is important to establish with the young person, when it is safe to release her and what will happen.

10. As soon as possible, physical restraint should be relaxed and attempts made to regain control by talking rather than physical means.

11. After physical outbursts, most young people (and staff) are very shaken and upset. Periods of crying may be followed by extreme tiredness. Staff should recognise and respond to the needs of young people at this time.

Positive Handling may be used if a young person is;

- injuring themselves or others or staff consider that an injury to a young person, other young people or staff is highly probable
- causing damage to property (including the young person's own property). However, due to the risks of injury and allegation within restraint staff should balance the significance of the damage prior to instigated positive handling ie; cost, sentimentality or risk (ie; glass)

9. Learning and Development

All TSCL staff receive 2 days Team Teach training which is the organisation's agreed behaviour management and positive handling model. This is refreshed annually.

10. Where to go to for further information - Policy and Procedural Guidance

10.1 Key TSCL Policies & Documents

- Physical Intervention Policy

Promoting Positive Behaviour Policy

- Safeguarding Policy
- Whistleblowing Policy
- Code of Conduct
- Employee Handbook
- Searches and Confiscations Policy
- Police Involvement Policy

10.2 Further information, links, resources

- DDP Network (PACE)
<https://ddpnetwork.org/about-ddp/meant-pace/>
- Behaviour Management and Reducing Offending by Children Placed in Children’s Homes (2013) Executive Summary
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/262596/Mouchel_Report_summary_Executive_Summary_-_Final.pdf
- CPS Guidelines on offending in Children’s Homes (10-point checklist)
<https://www.cps.gov.uk/legal-guidance/youth-offenders#a23>
- NPCC – When to call the police
<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf>
- HM Government; Reducing the need for restraint and restrictive intervention (2019)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812435/reducing-the-need-for-restraint-and-restrictive-intervention.pdf

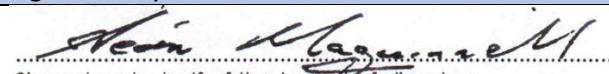
11. Monitoring and Review of this policy

This policy will be reviewed and updated in line with any significant or key changes to relevant regulations or legislation or in response to recommendations from any significant incidents, a review of the policies will take place immediately. It will be reviewed by a member of the Senior Leadership Team and agreed by the Designated Safeguarding Leads for each respective service. Key Safeguarding policies are reviewed annually as a minimum.

13. Version Control

| Reviewed/ Updated | By | Date | Information |
|-------------------|-----|------------|-------------|
| Created | SLT | April 2021 | New Policy |
| Updates | PSH | June 2022 | |

Signed off by RI:



Date: 28/07/2022