

Behaviour Management Policy

This Policy Relates to the following Legislation

- The Children Act 1989
- The Children Act 2004

This Policy Relates to the following Regulations

- Children's Homes (England) Regulations 2015.

This Policy Relates to the following Guidance

- The DfE publication, "Guide to Children's Home Standards Including Quality Standards April 2015
- Every Child Matters 2004
- Statutory Guidance on making arrangements to safeguard and promote the welfare of children under section 11 of The Children Act 2004
- The OfSTED publication "Safeguarding children, young people and adults policy 2015"
- The HMSO publication "Working Together to Safeguard Children 2018" (updated December 2020)

This Policy Applies To:

- All those directly employed by The Lioncare Group and who are in positions and roles that require them to interact with or work alongside or around or in proximity to the children in our care.
- All those indirectly employed by The Lioncare Group by virtue of being sub-contracted or commissioned and paid by The Lioncare Group to carry out work on behalf of The Lioncare Group and where such work causes them to interact with or work alongside or around or in proximity to the children in our care.
- All those working in partnership with The Lioncare Group in the form of voluntary work or student placements and where such work or activity involves interacting with or work alongside or around or in proximity to the children in our care.

Responsibilities Associated with this Policy:

All employees, whether they are 'front-line' engaged directly in the task of caring for, educating, and supporting the children in our care, or 'ancillary' (e.g. House Keeper, Maintenance Worker, Administrator etc.), are personally responsible for managing their own conduct in relation to following this policy.

All employees whether they are 'front-line' or 'ancillary' are also responsible for supporting their colleagues and co-workers to follow this policy.

Members of the Management Team (Senior Therapeutic Carers, Senior Learning Support Assistant, Senior Pastoral Lead, Deputy Managers, Head Teacher, and Registered Managers) are responsible for ensuring all those employed directly or indirectly or on a voluntary basis or as a student placement are made aware of this policy and guidance, and for monitoring their safe and proper conduct whilst interacting with or work alongside or around or in proximity to the children in our care and for taking such action as necessary to prevent children being at risk of harm because of an adult's failure to follow this policy and guidance.

The Executive Team (Assistant Directors and Chief Executive Officer) are responsible for reviewing this policy and at least annually and more frequently if and when it is considered necessary to do so, and for ensuring this policy remains fit-for-purpose.

Monitoring and Review of this Policy:

The implementation of this policy and its corresponding guidance will be monitored continuously, and the policy itself will be reviewed at least annually by the Executive Team and in consultation with relevant others including where possible and feasible those involved in caring for, educating, and supporting the children in our care, and where appropriate consultation with the children themselves.

Anyone with a concern regarding lone working issues should ensure that it is discussed with their manager or with the whole team, as appropriate.

Policy Statement

It is unreasonable to expect children not to misbehave from time to time. Whether it is toddler-like temper tantrums or direct challenges to an adult carer's authority by an adolescent, there will always be times when carers need to employ the use of control and discipline. Good order is also a necessary aspect of family life to enable children to develop in a safe and secure environment.

This policy seeks to provide all involved with a framework within which positive behaviour can be promoted and managed while protecting children and carers alike.

Caring for looked after children can be a complex, difficult, stressful yet rewarding task. The Lioncare Group recognise that carers need relevant information, support and training to assist them in offering good quality care to children. The Lioncare Group recognises that children in care require carers who have the skills, knowledge and abilities to manage their behaviour appropriately if they are to be able to take advantage of the "life chances" which they are afforded.

Support given to a child who is living at the children's home must ensure that the child is safeguarded and protected and that the welfare of the child is paramount. Children in Care are all subject to individual circumstances, which can result in feelings of hurt, fear and sadness. Such feelings, together with previous experiences, can at times be expressed in behavioural terms. At the same time, children will grow up into a world where people will not always take account of their difficult past experiences. They need to be able to act with consideration for others and for themselves.

The aims of this policy are :

- To demonstrate shared practice across the organisation
- To outline specific steps that are taken in certain situations
- To outline the measures taken to counter bullying
- To provide all involved with a framework within which positive behaviour can be promoted and managed while protecting children and carers alike.

Promoting Positive Behaviour: Good Order and Discipline

Good order and discipline are essential and inevitable components of life in a children's home and therapeutic community, and in promoting positive behaviour. The aim must be to create an environment that gives a firm structure and sense of order to the lives of the children in our care, in which they can develop to their full potential. The establishment of an environment with recognised and accepted routines to the daily lives of the children in the Home is an essential element in helping to promote positive behaviour.

The lack of such an environment, and the associated control and discipline, can have a detrimental effect on all those operating within the Home. The children existing in an unintegrated state are unable to experience the adults as 'holding them in mind' and may well act out their resulting anxieties and panic in a violent or disruptive way. Reliable lack of routines and structure causes children to experience further difficulties in their lives.

It is important that a balance is achieved between establishing and maintaining a structured environment with recognised routines, and a flexible approach that allows for individual needs to be met. If there is too much structure in the Home, there is a risk that it will become an institutionalised environment in which the children are entirely dependent upon the Home and the adults working there. The result is that the children are not allowed to test the rules, boundaries and guidelines. They may blindly follow everything that is laid down.

There is evidence that the testing of authority and boundaries is an important process of any child's healthy physical and emotional development, helping to promote self-identity, self-respect and respect for others. All children need to learn and know the boundaries of acceptable behaviour in order to live alongside others and become part of their community. This is no less applicable to children living in care as it is to those living with their own families.

If there is too little structure to the routines of the day in the Home, the children may be faced with insufficient rules, boundaries and guidelines to test, or with constantly shifting and changing parameters around what is and what is not acceptable. This type of environment encourages the development of insecurity amongst both adults and children as order breaks down and a degree of anarchy takes over. This situation may mirror the circumstances that existed in the environment from which the child has been removed, and is obviously an unhealthy state of affairs.

Through the use of subtle and obvious routines, and a minimum of laid down rules set by the children themselves in consultation with the adults at the Home, and taking in to account the child's individual needs, we manage to maintain

the necessary balance between structure and flexibility.

Care of children should be maintained on a basis of promoting good personal and professional relationships between the adults and the children, offering some security and confidence, enabling the children to mature. Control is a small, but important, element of this relationship. This can be difficult to achieve in an environment such as exists in our Homes, where the needs of the children change and vary enormously, and where the differing values, attitudes and skills of the group of adults caring for the children have to be reconciled. Measures for good order and discipline and for promoting positive behaviour should be imposed according to the emotional (as opposed to chronological) age, level of understanding and level of functioning of the child.

The issue of positive behaviour and good order and discipline in a group living situation is of utmost importance to both the adults and the children concerned. It confronts them daily and it has the potential for enormous growth or enormous destruction, for the individuals concerned and for the Home as a whole. The Registered Manager is therefore given a wide measure of discretion within these guidelines, as guidelines cannot and should not be seen to replace the need for sound professional judgement when impromptu decisions are required.

Adults caring for the children living in our Homes recognise that good and effective communication, understood by all, backed up by consistent and just actions, is the key to promoting and maintaining good order and discipline and promoting positive behaviours. Violence and acting-out behaviour should be understood as the result of a breakdown in communication:

“What we cannot talk about, we act-out...”

Basic Measures of Promoting Positive Behaviour

The main ideas and concepts on which the Behaviour Management policy is based are set out below.

- Everyday management of children’s behaviour is based on fostering an atmosphere of positivity and achievement. This can include making the children aware of progress throughout their placement, sharing this in Group Meetings, with other adults, or on display in the form of certificates on the wall, using handover to give positive feedback and using incentive schemes and similar systems.
- Adults are also responsible for establishing appropriate daily routines that include children in identifying, setting and monitoring their own boundaries’ and those of peers.
- Adults need to work as consistent models of positive behaviour by remaining calm, showing they know what to do next and stating clear, consistent, reasonable expectations using appropriate tone, expression and language.
- Total, inflexible systems of reward and punishment are not acceptable. Decisions about control are based upon the needs of individual children, not a predetermined regime.
- Control is both negotiated with the child, and enforced. An open, thoughtful exchange of views and reasons between adults and children is vital. The more such matters are discussed with the child concerned the better will be the quality of relationships between adults and children.
- No child is permitted to administer punishment to any other child.
- Communication, dialogue and the establishment of a positive, trusting relationship between the adult and the child are sought at all times. These make it possible to promote positive behaviour and achieve good order and discipline without the use of further measures. Helping a child to understand why there is a need for rules and boundaries will help them to appreciate their responsibility in keeping to them.
- It is not our practice to always avoid situations in which challenging behaviour is likely to occur.

It is expected that adult carers will practice to:

- encourage socially acceptable behaviour
- assist young people in recognising the consequences of their behaviour
- develop the young person’s positive coping strategies
- assist young people in recognising their feelings and the impact of these on their behaviour
- maintain and build relationships, sense of self-worth, motivation and experience of success, ensuring that all children and young people feel valued
- assist young people to develop resilience

- develop inner control so that in time they will learn self-control and are motivated towards improved behaviour
- Adults should develop a shared approach to interactions, rewards and sanctions that is made explicit and open to children.
- There should be regular reviews of the ways management strategies are working.
- Adults should use a range of ways of managing situations.
- Adults should be mindful of maintaining the balance between criticism and praise. Children are more likely to use suggestions towards change if these are made in a positive way suggesting what a child might do rather than what they should not do, and talked about in small doses alongside praise for success and achievement.
- Adults (including managers) should regularly discuss what reparations, rewards and sanctions are being used to ensure that they are safe as well as effective.
- Reparations, rewards and sanctions will be more successful if they are applied fairly and in the context of relationships between adult and child which are based on mutual respect.

All adults employed by The Lioncare Group should strive to provide a positive environment for the children in their care by:

- being good role models of positive behaviour
- Praising and rewarding positive behaviour (either through simple verbal praise or planned reward systems)
- encouraging an atmosphere of mutual respect between adults and children
- ensuring that all children feel valued

Prohibited Measures of Good Order and Discipline

The following measures of good order and discipline are completely unacceptable to the management of the Home and will not be used under any circumstances;

- Corporal punishment (any intentional application of force as punishment, including slapping, striking, cuffing, shaking, throwing missiles, rough handling and any form of physical violence).
- Physical or emotional rejection of a child. It is the behaviour that is unacceptable, not the child.
- Deprivation of food or drink
- The restriction or refusal of parental contact or contact with friends including communications i.e. letters and telephone calls¹
- Requiring a child to wear distinctive or inappropriate clothing.
- Use or withholding of medication or medical or dental treatment
- Use of accommodation to physically restrict the liberty of any child.
- Imposition of fines, and totally inflexible systems of reward and punishment.
- Intimate physical searches.

Reparations, Rewards and Sanctions

Wherever possible and appropriate we always seek to implement a meaningful form of reparation over issuing any form of sanction. There are some instances where a sanction is the most appropriate means of supporting a child to understand incidents of wrongdoing, such as forgoing the privilege of being driven in the Homes car for one day if they have displayed dangerous behaviour whilst in the Homes car. This would always be followed up by supporting some form of learning through use of Casework Sessions, to help the child understand the wider risks and implications of their behaviour. Individual children will have personalised strategies for making good a situation. These include-

- Meaningful and appropriate reparation
- Time-out (or “taking 5”)

¹ It is recognised that in some circumstances restrictions may have to be placed on contact with certain individuals where it is an agreed plan or for protection. Where this is the case, and contact restricted, a note must be kept on each occasion on the child’s individual file.

- Additional Casework Sessions or time with a member of the Management Team
- Hearing what the community feel about the impact of their behaviour
- Having a meeting with the Registered Manager to discuss ways damage could be repaired or compensated for
- Having a meeting with an Assistant Director to explore further consequences of behaviour
- Positive behaviour is rewarded through individualised incentive schemes whereby children can achieve extra activities or items of their choosing or a special treat with their casework Manager or caseworkers etc.

All such sanctions are logged for monitoring and inspection by the Registered Manager, Service Manager and other regulatory bodies including the Independent Person when they conduct their monthly visits to the Home under regulation 44 of the Children’s Homes [England] Regulations 2015.

It is important to recognise that children living in care will not always respond to discipline in the way that children in the community may respond. There are a number of aspects to this:

- They may have been through experiences that have led to them having an extremely low view of themselves.
- They may feel failures, worthless and deserving of punishment.
- They may be accustomed to punishment and to having nothing.
- They may find it difficult to use intrinsic or social rewards.
- They may find it difficult to maintain motivation and relationships with adults and peers.
- Difficult behaviour is often a means of coping with difficult emotions and extreme situations
- Every child is different and management strategies need to be individualised and tailored to the particular child and their current situation. Approaches are likely to need to change over time.
- Children will need repeated opportunities to learn positive coping strategies.

Principles which seek to guide adult carers in promoting positive behaviour and managing behaviour effectively are:

- Praise for all good behaviour
- Seeking to reward good behaviour
- Adopting a non-confrontational approach
- Establishing a good relationship / rapport with children based on mutual respect
- Establishing house rules which are consistent, explicit and applicable to all children within the Home
- Acknowledging and appreciating the past life experiences which children bring
- The use of age, and developmental stage-appropriate sanctions - but only when necessary, not as routine
- Receiving training which covers both the origins of behaviour and standard techniques/strategies
- Having access to resources
- Working within a multi-agency context
- Working with the child and enabling the child to express their wishes and feelings

Use of Restrictive Physical Intervention

We recognise that there are times when emotional pressure upon a child reaches a point where restrictive physical intervention remains the most immediate way to support that child. This is the case even where there is high quality caring relationships and a skilful and qualified adult team. The team of adults caring for the children in our Homes undertake a demanding and stressful task, working in close proximity to children who may present some very raw emotions and always with the possibility that explosive situations may arise. The handling of these situations and of volatile children generally, calls for immediate decision making, level headedness, sensitivity, and the capacity to retain thinking.

We are aware of the potentially damaging experiences of trauma, physical violence, and abuse that many of the

children in our care have had to cope with in the past, and the potential for these past experiences to be re-enacted in their present lives. With this in mind, the team endeavours to be proactive in diffusing potentially violent situations, and strive to use all their skill and knowledge as a team to intervene in a situation before the need for physical restraint arises. This includes regular discussion of issues relating to control and methods of intervention during team meetings, personal performance reviews, supervisions, and other forums.

When agreed attempts to reduce tension have been unsuccessful, and when other alternatives have failed or are entirely unsuitable, the adults will need to take control of a child who is at risk and unable to control themselves.

Whilst we recognise that restrictive physical intervention is a recognised strategy of control (provided it is used as indicated in the Children Act 1989, the relevant regulations and Quality Standards and local authority policy and agreed procedures and with reference to *Use of reasonable force: Advice for head teachers, staff and governing bodies, July 2013*)², and also reference to the Ofsted guidance document *Positive Environments in which children flourish (March 2018)*³, it should be used rarely and only as part of a total response to the child. It should serve as an immediate help to a child to re-establish self-control. In itself, restrictive physical intervention has no intrinsic therapeutic value and remains a measure of control of last resort.

Restrictive physical intervention is only used in our Homes to prevent likely injury to the child concerned or to others, or likely serious damage to property.

If, and when restrictive physical intervention is deemed absolutely necessary, clear expectations and requirements are followed;

- Restrictive physical intervention is never carried out by an adult who has lost their temper. Instead, a colleague takes over responsibility for the situation allowing the adult to remove themselves and regain control.
- Where possible, colleagues are informed of the situation and remain present to give support and to provide means for monitoring and witnessing the situation.
- Where possible, other children who may form an “audience” are taken away from the scene.
- Where possible, the child concerned is informed of the need to use restrictive physical intervention.
- In every case, no more strength should be used than is necessary to achieve the desired objective - the child should be repeatedly offered the opportunity of exercising their own control in resolving the situation.
- Physical retaliation by an adult against a child is absolutely unacceptable, constitutes a safeguarding issue, and will result in disciplinary action and/or summary dismissal of the adult.
- Adults would not use restrictive physical intervention to protect the fabric of the building, furniture, equipment, or fittings where this would put their own physical safety, or that of the child, at risk.
- Other children never assist in carrying out a physical restraint.

All adults are made aware during their induction training of the policy on the use and techniques of restrictive physical intervention and the circumstances in which they may be used. No adult is expected to take part in carrying out, or assisting in, a restrictive physical intervention, unless they are competent to do so, and have received the recognised training programme delivered by our own fully qualified in-house Instructor who has created and developed The Lioncare W.A.V.E. (Working with Aggression and Violence Effectively) Training. In addition, regular in-house “refresher” sessions are held to provide ongoing practice and review of the procedures involved, including alternative non-physical interventions.

Countering Bullying

We are committed to providing a caring, friendly and safe environment for all our children in order that they can come to terms with their past in a relaxed, safe and harmonious atmosphere. Bullying of any kind is totally unacceptable. However, we recognise that many of the past experience of the children living in our Homes have been far from positive in regards to appropriate ways of interacting with others. In the past, the children may have regularly been on

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https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

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https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/693446/Environments_where_children_can_flourish.pdf

the receiving end of bullying behaviours by adults and peers, and that this will have affected their own ideas on how to interact with others.

It is accepted that many of our children will, at some point in their placement with us, show potential to bully others, or to be at risk of being bullied by others. We therefore view the issue of countering bullying as a part of the therapeutic task of the Home and of the organisation as a whole that needs to be addressed in a sensitive yet effective way, taking in to account the needs of the children, their past experiences and their current stages of development. If bullying does occur, we aim to empower any child to feel safe to tell an adult, and know that these incidents will be dealt with sensitively, promptly and effectively for all involved.

Effective anti-bullying work starts well before any specific incidents of bullying are identified. Measures to monitor and pre-empt conditions where bullying may occur include;

- Clear boundaries
- Open communication about what is and is not acceptable
- Close supervision of children at all times
- High adult/child ratios
- Daily handovers and debriefs and team meetings and individual and group supervisions used to consider patterns of behaviour and significant changes to these and to share observations and concerns.
- Group meeting where the children have opportunities to discuss tensions within the group and to find resolutions to these.
- Close home / school liaison led by the child's Casework Manager.
- Casework sessions allowing the child to talk to a trusted adult about situations that may lead them to bully or be bullied.

Definitions of Bullying

The term 'bullying' has become too frequently used to describe any and all situations where one person doesn't like what another person is doing or saying. Therefore, The Lioncare Group specifies bullying as; "the use of aggression or intimidation with the intention of causing harm or distress to another person".

Bullying can be:

- Emotional: intentionally excluding or tormenting
- Physical: intentionally pushing, kicking, hitting, punching or using violence
- Racial: racial taunts, graffiti gestures
- Homophobic: focusing on the issue of homosexuality with the intent of causing distress for another
- Verbal: name-calling, extreme sarcasm, spreading rumours, or excessive teasing with the intent to cause another distress

The Importance of Responding to Bullying

Bullying hurts. No one deserves to be bullied and everybody has the right to be treated with respect. Children who are bullying others need to be helped to learn different ways of behaving, and the consequences of bullying for themselves and others.

Everyone involved with the care and welfare of the children living in our Homes, the children themselves, and all that interact with them:

- Need to have an understanding of what bullying is.
- Need to know what the policy is on bullying and follow it when bullying is reported.
- Should know what to do if they feel they are being bullied.
- Should know that we take the issue of bullying seriously.
- Children and adults should be assured that they will be supported when bullying is reported.
- Need to know that bullying will not be tolerated.

Possible Signs and Symptoms of Bullying

A child may indicate by signs or behaviour that they are being bullied. Adults should be aware of these possible signs and should take positive actions to monitor the possibility that a child may be being bullied:

- Doesn't want to go on school trips
- Begins truanting
- Feels ill in the morning
- Begins to do poorly in school work
- Clothes torn or books damaged
- Has dinner or other monies continually "lost", comes school starving (money / lunch stolen)
- Changes their usual routine
- Starts stammering
- Becomes withdrawn, anxious or lacking in confidence
- Asks for money or starts stealing money (to pay bully)
- Cries themselves to sleep at night or has nightmares
- Have possessions go "missing"
- Has unexplained cuts or bruises
- Attempt or threatens suicide or runs away
- Becomes aggressive, disruptive or unreasonable
- Is bullying other children
- Stops eating
- Is frightened to say what is wrong
- Gives improbable excuses for any of the above

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Procedure

- Children should be encouraged to report bullying incidents to an adult / teacher.
- The incidents will be recorded by an adult.
- The social worker should be informed and in serious cases, will be asked to come in to discuss the problem.
- If agreed to be necessary and appropriate, police will be consulted.
- The bullying behaviour or threats of bullying must be investigated and bullying stopped quickly.
- An attempt will be made to help the bully(bullies) change their behaviour
- As a last resort a disruptions meeting will be held for the Child who is bullying others.

Recording

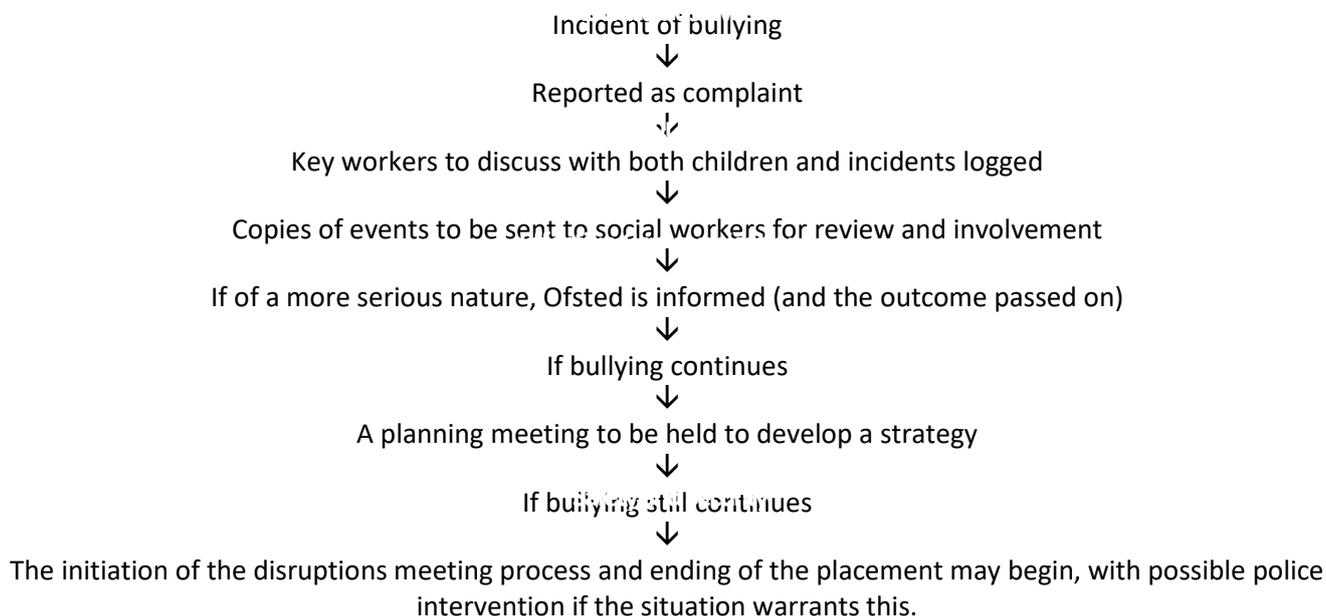
A child who alleges to being bullied should be encouraged to make a complaint using the recognised complaints procedure. If the child requires support in carrying this out, then an adult should write down on a complaints form what the child says has happened and how they say they have been left feeling. The adult will then read back what the child has written to them and ask them to sign their statement.

The child who is bullying should be encouraged to complete their section of the complaints form, and be supported in this as above. Discussions with both children will take place separately and documented on the complaints form or separate incident report form to be attached to the complaints form, as soon as possible after the events.

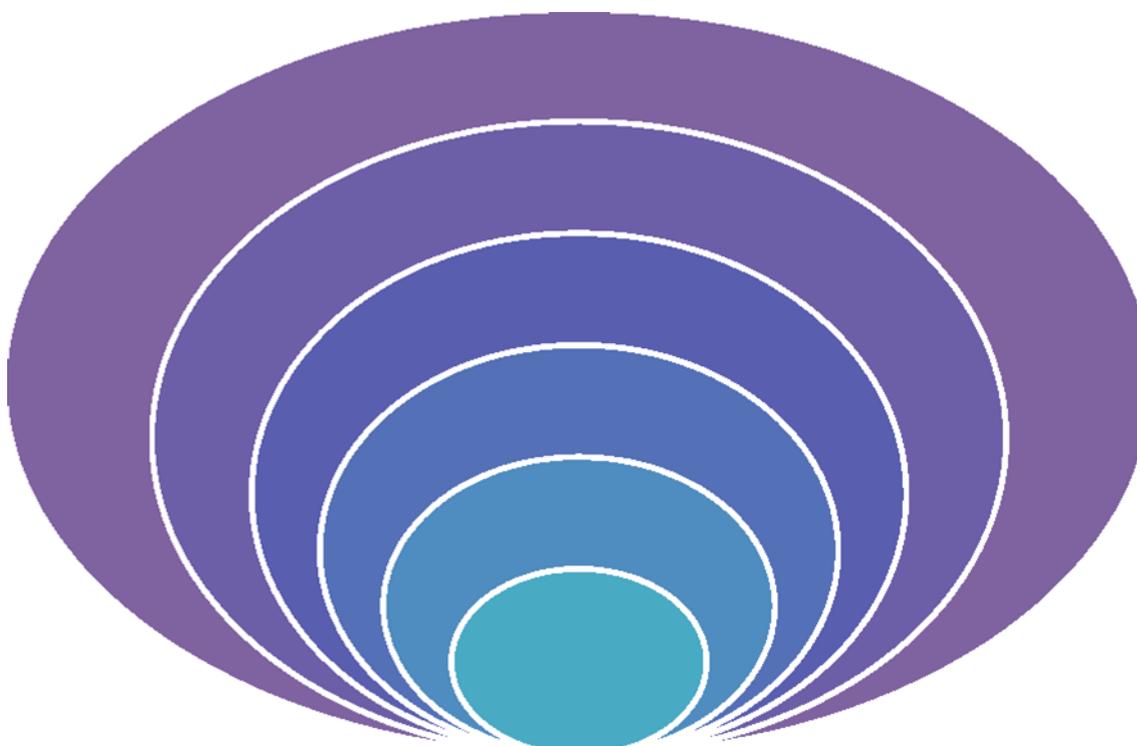
If the bullying is of a serious nature, this will be recorded as a significant event and Ofsted informed at the initial stages as well as the outcome of the ensuring investigation. The social workers of both children will be informed and sent copies of the reports. All the above will be recorded on file and a separate record kept in the child protection file.

The child that is alleging they are being bullied will always be offered opportunity for advocacy.

If after discussion with both children the bullying continues, a planning meeting may need to be called.



Summary of The Lioncare Group’s Thinking and Practice on Behaviour and Anti-Bullying:



The Planning Framework: Planned Admissions

Matching:

At the matching stage, any known difficult behaviour should be considered, together with any risk posed to the child and /or adult carers and/ or other children in placement.

The Initial Impact Assessment, Initial Placement Plan, Placing Authority Care Plan, Positive Behaviour Support Plan,

and Daily Management and Routine Plan must all be accessible to the adult team working in the Home.

Placement Planning:

It is essential that adults caring for the children in the Home receive the relevant background written information on the child. All pre-placement information and documents provided to and obtained by the Home are saved to the child's individual Case Records Folder on the Homes GDrive Records Management System. All team members are made aware and guided to read the available information and familiarise themselves with this.

Where possible, as many members of the team as possible should be involved in creating the Initial Impact Assessments, and be informed of information arising from the Initial Placement Planning Meeting. Any known difficult behaviour which the child has and where particular behaviour is indicated for the future should be discussed by the team at the first available team meeting. The Positive Behaviour Support Plan and Safeguarding Risk Profile should be completed as soon as practical after the child is placed at the Home, and all team members are responsible for reading these and familiarising themselves with the content.

Positive Behaviour Support Plan:

This is a plan which sets out any known or predicted difficult behaviours of the child, known factors likely to trigger the behaviour, agreed strategies to manage the behaviour, arrangements for recording the behaviour and strategies taken to manage it. Strategies should be agreed with children where possible and appropriate (taking in to account developmental age and ability and comprehension).

Ongoing:

The Positive Behaviour Support Plan, Safeguarding Risk Profile, and Daily Management and Routines Plan will be regularly reviewed and amended as required. In addition, all Children's Plans must be regularly checked for congruence of information they contain; if one plan or record is update then all plans and records for that child that contain the same or similar information **must** be updated.

Ongoing training will be made available to adult carers. Where a specific training need is identified within an adults supervision or through team discussion or Groupwork Sessions, this will be addressed in the adults Individual Professional Development Plan or/and when reviewing team training needs. Adults are encouraged to seek the help and advice of their Line Managers and Registered Manager.