



OUR PLACE SCHOOLS

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Promoting Positive Behaviour and Relationships Policy



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Policy Statement

At Our Place we believe that the majority of behaviour is learned behaviour and can therefore be modified. Our aim is to discourage unacceptable behaviours through:

1. Individual management programmes and positive behaviour management
2. Teaching skills which, through achievement, will enhance self image and self-esteem
3. Providing positive role models
4. Rewarding positive behaviours
5. Consistency of response
6. Clear definitions of acceptable behaviour

The purpose of the management of behaviour is to enable individual children to develop self control and to motivate them towards acceptable behaviours which will enable them to live in harmony within a group.

In common with schools in general, we maintain good order through an established framework of general routines and well defined boundaries of behaviour.

We provide for the social, physical, emotional and intellectual needs of our children through a structured day and the healthy balance between free and controlled time.

Our belief is, that praise and reward are superior to, and more effective than, punishment and deprivation as a means of changing behaviour.

Where behaviours do occur, which in family or group environment would reasonably be considered to be unacceptable, it is recognised that some form of sanction will be necessary. Usually this will take the form of a mild, or more severe verbal reprimand. Where sanctions are felt to be beneficial to a child's understanding of unacceptable behaviours, then professional practice dictates that these be contemporaneous, relevant and just.

All sanctions are recorded in the Sanctions record (see the Sanctions Policy). Programmes for modifying specific problem behaviours will be drawn up in consultation with care workers, teachers and Educational and Clinical Psychologist.

Co-operative planning of programmes through these 'satellite group' meetings should ensure the consistent handling of behaviours through the 24 hour curriculum. The individual programmes are to be shared with all staff on site and concerned professionals.

School Discipline and Promoting Positive Behaviour Policy

It is necessary to have a policy, and guidelines, on the School's approach to promoting positive behaviour. This document draws upon the latest Ofsted, DoH and DCSF guidelines, and upon sections of the Children Act 1986. This policy on promoting positive behaviour should be read in conjunction with the School's policy on Physical Intervention and the Education Act 1986 (No.2).

'Discipline' is the system and ethos which aims to cultivate in children an acceptance and recognition of responsibility for their own decisions and actions and for their consequences.



Aims

- to develop children' sense of self discipline and an acceptance of responsibility for their own actions
- to create the conditions for an orderly community in which effective learning can take place, in which there is mutual respect between all members, and where there is proper concern for the environment
- to identify conditions that are conducive to children fulfilling their potential
- to prevent violent incidents through staff knowledge and skill in understanding individual child's needs, fears and anxieties
- to assist staff in managing children's behaviour and in maintaining a safe and satisfactory environment for the entire school community
- to minimise any risk of accusations of improper conduct
- to protect children from inappropriate or unlawful intervention

The Context

Many of the children who attend Our Place do so precisely because aspects of their behaviour are undesirable or unsocial and need to be changed in order to allow the child the fullest possible access to the curriculum and to the community. Such behaviours are usually entrenched and intransigent and are often the result of obsession, compulsion, or of impulse. Unwanted behaviour is often immature and can be seeking instant or inappropriate gratification, or can be an attempt to avoid demands or responsibilities. The child, especially the child with severe learning difficulties, rarely has full control over such behaviour and in some children (for example those within the autistic spectrum or those who suffer from Fragile X Syndrome) the behaviour has an 'organic' origin.

By its very nature, such behaviour tends to be irritating and can lead to considerable emotion being generated in the staff who have to deal with it. Dealing with the constant repetition of compulsive or obsessive behaviour can be extremely tiring and stressful. Behaviour which is aggressive, either to staff or to other children, can lead staff to feel angry or even fearful.

In any situation, though, the responsibility for controlling behaviour lies with the adult, until such time as the child is properly capable of accepting responsibility for their own behaviour. Even then, it is the responsibility of the adult to ensure that the circumstances and context are contrived to make it as easy as possible for the child to behave appropriately. The responsibility given to the child should be appropriate to their age, competence, and ability.

'Discipline' becomes a positive force when the term is synonymous with the ordinary practices by which the staff manage children's behaviour. It should not simply be seen as something that is done to children when things go wrong.



Underlying all staff practice should be the intention to encourage self-discipline (that is, self management), in which-as far as s/he is able, the child learns to internalise controls and even rationalise them. Ideally, it is possible to build a learning and living environment in which it is easy for children to present appropriate behaviour because the environmental ethos includes a number of adult-controlled factors. These might include (the list is not exhaustive):

- appropriate expectations which are then clearly expressed to the child.
- the modelling by all adults of appropriate social behaviour.
- an ethos of reasonableness and courtesy in staff/staff and staff/child interactions.
- the careful use of language by adults (see Appendix 1)
- the construction by staff of activities and tasks which are appropriate and in themselves rewarding.
- the appropriate use of praise of desirable behaviours (see Appendix 2, "Praising"), so that emphasis is placed upon success rather than upon failures.

General Statement of Intent

Everybody in the community of Our Place has certain rights, many of which are enshrined in law. As a generalisation, though, it is possible to define five principles which might underpin a discipline policy. These are not in themselves a policy, but do inform the policies which Our Place espouses.

They are:

1. Everybody has the right to be safe
2. The adults have the right to do their job properly; that is, to promote the education, development, and welfare of the children
3. The children have the right to learn and to grow
4. A behaviour which interferes with any of the above is deemed to be unacceptable
5. To provide a relaxed and pleasant atmosphere in which children are encouraged and stimulated to give of their best, both in the classroom, in extra-curricular activities and in the residential accommodation



Responses to children's behaviour:

Adults have at their disposal a range of possible responses to the behaviours children might present. It is expected that all children will be treated in the same way, as the effective response will depend upon the child's age and competence. Examples of possible responses might include:

1. For appropriate / desirable behaviours:

- eye contact
- smiling
- touching (see Appendix 3)
- verbal (or signed) acknowledgement
- verbal (or signed) praise
- other indications of approval
- token reward
- tangible reward

2. For inappropriate/unwanted behaviours:

- eye contact, or avoidance of eye contact
- facial expression
- touching, or avoiding touch (see Appendix 3)
- verbal (or signed) prompting. - verbal (or signed) reproof
- other signs of disapproval
- planned consequences/reparation etc. (see Appendix 4)
- sanctions (as identified by individual programmes)

3. Dangerous/potentially dangerous behaviours:

- withdrawal/time out
- physical holding (see Appendix 3)
- physical intervention (see Physical Intervention 'policy)

Essential Information re: managing a child's behaviour

This document aims to give some points which could help members of staff develop strategies to manage the behaviour of the children. The list is not complete but contains ways which will become invaluable and which enable one to draw on the experiences of colleagues.

1. Have a clear knowledge of what is/is not acceptable from individual children.
2. The way we talk to children is important. Whenever possible be positive and encouraging. Always use a polite manner.
3. Shouting is unnecessary, stressful and in conflict with the ethos of Our Place. Avoid it at all times unless for urgent warnings of imminent danger. Use quiet directed speech and signs, gain eye contact with the individual and communicate your concerns.
4. Avoid 'giving orders'. An order can be refused and resented and can often cause confrontation. Try, instead, to praise someone for behaving in the way you desire, e.g. "Well done Jane, good sitting".



5. Label the behaviour, NOT the child. Make it clear that you are disappointed with their BEHAVIOUR and not them for instance 'It is not nice to ...' never 'You are not nice.' This way you are not damaging the child's self respect.
6. Use praise. It is amazing how children respond to praise and it is far less stressful too!
7. Try to be consistent about YOUR behaviour and only propose sanctions that have been agreed by the behaviour management relevant to the individual involved.
8. Do not allow yourself to be led into aggressive, dominant behaviour as in this way it is the child who is controlling your behaviour.
9. Think quickly - act slowly. Don't panic and try to remain calm at all times with the best interests of the child as your priority.
10. Try not to leave a child with 'no way out'. Let them have the opportunity to find a solution to the problem.
11. Use your body language to show displeasure. Stand firm and quiet until they are aware that you are not threatening them. Try to create a supportive presence.
12. A disapproving look can be directed at an individual without disturbing other children and getting them involved.
13. Be sure to use the rewards identified as appropriate to each individual given a suitable situation.
14. Remember you are involved in effecting changes. Expect good behaviour, you deserve it! Make the children realise this. When they are co-operative say 'That's great, you are a good boy/girl'.
15. Talk with other members of staff. Everyone has bad days. It's amazing how much there is to learn from each other. Have a laugh - it makes you relax and it diffuses the effect of stressful situations which may still be on your mind. However, do this appropriately - don't give the impression to the child that you are condoning their negative behaviour.

Bringing about Changes in Behaviour

Our Place takes active measures to modify/change negative, antisocial/inappropriate or destructive/dangerous behaviours displayed by the residents. The appropriate method to achieve this is developed from the School's principle of Positive Behaviour Management in consultation with the Clinical Psychologist. Individual Behaviour Plans (IBPs) are developed to address targeted areas for change. These plans are constructed on an individual basis using information gathered from family, past history, medical reports/records and the School's assessment of behaviours.

The six monthly Review process will identify areas of concern and agreement for proposed programmes can be achieved at these meetings.



The School monitors progress on Positive Behaviour Change through:-

1. Half-termly 'Progress' meetings between Teachers and Key-workers
2. 'Satellite' meetings. These involve all staff who work closely with a child and are used to develop and agree programmes to address the behaviours identified as requiring/appropriate to change. They include reactive management strategies and physical interventions
3. Meetings with the Psychologist
4. Through the information gathered and used in the IBPs
5. Support from the Speech and Language Department, Nurses and Psychiatrist

Staff and families are involved in the design of programmes. Staff receive training in maintaining behavioural records and observation recording.

Families can receive copies of the programmes in use and are encouraged to adopt these when they spend time with their children.

Sanctions

Guidelines for staff at Our Place to use with the Sanctions Book.

It should be understood that at Our Place our policy is to encourage good behaviour by positive reinforcement.

Sanctions should only be used in extreme circumstances or as part of a written agreed programme which is within the comprehension of the child or agreed as the result of a risk assessment.

All sanctions used at Our Place must be recorded in the home or school Sanctions Books. All sanctions are recorded precisely, writing exactly what was done, and referring to the programme if appropriate.

This would include:-

- Any loss of privileges or 'treats', including any restriction of playthings, leisure activities, television, video or any games and trips out.
- Any reparation or payment 'in kind', i.e. extra household chores, payment for damaged items.
- Any serious verbal reprimand.
- Any limits imposed on off-site or on-site access to facilities.

Sanctions must be recorded and identified if they are being used as part of an ongoing training programme.

All sanctions should be authorised by the Team Coordinator or Senior Manager on duty, unless they need to be administered directly for the safety of residents or staff, in which case the Senior staff member on duty should be informed as soon as possible.



Physical removal or restraint of a person should only be used to prevent a person harming him/herself or others or damaging property. These actions will be recorded using appropriate 'Restraint' forms.

Under no circumstances use any of the following sanctions:

- Corporal punishment.
- Deprivation of food or sleep.
- Inappropriate clothing.
- Restriction of family or contact visits.
- Locking a child in a room. **This is not permissible and is against the law.**

The active management of inappropriate and unwanted behaviours

Because of the extremely challenging nature of the behaviours displayed by some children it is not sufficient to rely solely upon the positive ethos described above. A combination of learning difficulties, communication difficulties, and/or other personality factors may make it impossible for the child to behave appropriately unless the adults adopt more direct and assertive means of behaviour management. Such means might include:

- the use of planned consequences in the event of certain behaviours.
- the use of rewards and sanctions, including withdrawal or 'time out'.
- planned rapid physical intervention (e.g. prompting, holding, or restricting movement) in the event of certain behaviours.

It is important to note that if children are to learn new skills, attitudes, and behaviours, then they must have opportunities to practice and rehearse them. It is the responsibility of the adult to take all reasonable steps to ensure that such opportunities take place in ways which are safe for the child and for others.

It is not possible, though, to create opportunities for new learning or rehearsal without accepting some degree of risk that the child will fail, and will then exhibit extreme and possibly dangerous behaviours. Nor is it possible to entirely account for unpredictable elements in the learning environment (such as the effect of other children's behaviour) or for the sudden emergence of obsessive, compulsive, or disturbed behaviours. Under such circumstances, the adult(s) present will be expected to act quickly to prevent harm to the child or others.

Where it is known that a child has a tendency towards difficult behaviours, it is expected that a planned approach to it should be determined by agreement with all interested parties. Such planning would ideally be reflected in the Individual Education Plan and Care Plan, or added to both as an addendum.



Systems for Recording Behavioural Information

Our Place recognises the need to record information relating to the behaviour of the child in order to inform and subsequently adapt the provision in the best interests of progressing the child's development towards appropriate behaviours.

Recording Procedures in Use

1. Individual, time framed, IBPs. These are kept in the appropriate section of the child's Daily Diary and developed in co-ordination with the Psychologist. They are used to inform Satellite meetings/ Psychologists, Psychiatrist and plan future programmes to help develop behaviour changes.
2. Health Concerns - these are a separate issue and treated as such using appropriate pro-forma. However, we are aware that health issues are closely connected with behaviours and are therefore referenced when behavioural concerns are raised.
3. Daily Events - these are recorded in the appropriate section of the Daily Diary. They record 'environmental' information about the child, positive/negative experiences directly for the information of the Teacher / Key Worker.
4. Daily Behaviour Tally this number accumulated on the pages of the Daily Diary monitors the overall level of co-operative behaviours and therefore provides a talking point for children monitoring their own behaviour and also a running record for staff information. This information can be accessed to inform Satellite/Progress meetings.
5. Incident form - this recording system consists of a standardised pro-forma for gathering information relating to incidents. This information can be used to identify factors affecting a resident's behaviour and therefore enable us to effect changes that will assist the resident. This form includes any incident including restraint and the child's reaction to the method used.
6. Incident, Restraint and Debrief Log - this will record the primary information relating to personal injury, damage to property, loss or theft, absconds or any other matter of a serious nature concerning any child or member of staff. The child's views of the incident at the time will also be logged in here as well as on the Incident sheet. A fuller discussion will be undertaken as part of the child's Key Worker time each week.
7. Sanctions Book - the school/ home will record all corrective measures taken against children.

Incident, Accident, Sanctions Books

Incident, Accident and Sanctions books are hard bound logs. The incident sheet takes its number from the Incident, Accident or Sanctions book. Each sheet has a number in the top box these are to be listed in the individual child's Daily Diary next to the note of the Incident, Accident or Sanction once the sheet has been completed.

Following completion of the Incident, Accident or Sanction books the completed incident form, and accident form if appropriate, should be placed into the Registered Manager's tray for their information – these will be read and any necessary action taken; copies of these can be forwarded to the child's social worker by the Registered Manager. Parents will be notified within 24 hours of the incident occurring. The second copy should be placed in the



Key Worker's tray so that they are aware of the incident, accident or sanction they read these and then file them in the child's Permanent File in the relevant section along with any information relevant to the issue.

Incident Log

Incident sheets are used to record incidents that have happened involving a child. This may include physical restraints, if a sanction has been deemed necessary the Sanctions Book sheet number, and an Accident Sheet number, if an accident has occurred, should be listed on the sheet as well. These are then recorded briefly in the Incident Log.

Sanctions Log

Records any sanctions used for instance – non-attendance on a trip if the risk assessment deemed this to be necessary.

Accidents Log

Any accident or injury to a child or member of staff should be recorded in the Accident Book this is a legal requirement and must be completed on all occasions no matter how slight the injury may appear to be.

Incident, Restraint and Debrief Log

Is a detailed record maintained by the Registered Manager and SMT listing all of the details required under regulation 17B – the Children's Homes (Amendment) Regulations 2011.

Storage and Access to Information

The forms are kept with the child's Permanent File and are covered by confidentiality processes. Information is provided for relevant meetings/reviews on the request of a manager /psychologist. Staff wishing to consider information from the system, request this through their Team Coordinator. Records are transferred to archive after one year.

School Promoting positive behaviour

APPENDIX 1: Use of Language

Language (spoken or signed) is a central and critically important element in child development generally. Without general development and maturation there can be little hope of the child learning to internalise social controls. Language is therefore an important part of behaviour management.

It is probably the most significant means of communication and allows the child to be in meaningful contact with the world in which s/he must live. Children who suffer a communication difficulty face even greater problems than most in relating to their surroundings. All of our children have impaired communication skills.



The children at Our Place may face a number of difficulties in understanding their world and their relationships within it, including:

- learning difficulties of varying severity
- developmental or emotional factors which interfere with their receptivity (e.g. lack of concentration, distractibility, and syndromes such as depression or Attention Deficit and Hyperactivity Disorder)
- a poorly-developed sense of identity, either their own or that of others, which might make the concept of communication in itself problematic
- specific communication disorders (e.g. those related to autism)
- non-specific communication disorders (e.g. pragmatic/semantic disorders)
- a background of linguistic deprivation or impoverishment
- entrenched patterns of immature, repetitive, or inappropriate language
- the sort of misunderstandings that all children experience through ignorance of new or complex concepts

Spoken language is the vehicle for most of the communication at Our Place and so special attention must be given how and why we use it. It is all too easy to confuse, overpower, or frighten the children with sophisticated 'adult' language, rather than to use language as a tool to help children to learn.

The staff at Our Place have a much greater facility with language than do the children. They therefore have a special responsibility to use language with great care and to the children's benefit.



APPENDIX 1: Language and Learning

The use of language at Our Place is intended to assist learning, either cognitive learning or learning aimed at changing behaviour. Learning is most effective when the situation is calm and controlled and this applies also to the use of language.

If language is to be used as a tool, then it must be used with- the same care as any tool. The use of language in learning is primarily to help the child to understand the world around them. It is the tool that adults must use to mediate between the child and the world, until such times as the child has the skill to do it for themselves. The responsibility to get that mediation right is a very great one, given that our children have such great impairments in their own unaided use of language.

A significant use of language is therefore in explanations (which might include questioning, or guiding the child to reach the appropriate conclusion). It is more effective in the long term to use language to explain than, for instance, to harangue or overpower.

Language has value for adults

The care with which we use language has value for adults as well as children. Explaining something carefully to a child may help the adult to be more aware of just what it is they are trying to get the child to understand. Our actions with the children may then become more focused and effective. The constant evaluation and re-evaluation of our aims and ideas must have considerable value in preventing staleness and complacency.

A further value of careful use of language is derived when explaining to the child what is happening during times of stress. This might also include the explanation to the child in a tantrum of the consequences of their behaviour. The fact of explaining to the child whilst the situation is taking place can help the adult to retain control of themselves and the situation, by promoting a constant level of self-awareness. In situations such as restraint, or when the adult is dealing with very annoying and irritating behaviour, anything which stimulates a high level of self-awareness and therefore self-control, is of value. It also clarifies the nature of events, and staff reaction to them, for any supporting staff.



APPENDIX 2: Praising and Reprimanding

Praising

Giving deserved praise to children rewards and reinforces success, provides satisfaction and enhances the child's self esteem. These in turn affect the child's motivation and the quality of their learning. Adults have a responsibility to give praise in ways which are effective and meaningful.

Effective praise has a number of distinctive qualities if:

- it is appropriate to the child's actions and understanding
- it is focused and specific, rather than a general statement of approval
- it is justified

It is possible to describe a very simple 10-stage process which will assist adults in making praise effective. This is based on basic, proven psychology. It is easy to do, and it is effective (with adults as well as children!). The process can be a very natural one and need not be artificial or pedantic. This is the process:

1. Look for opportunities which justify praise.
2. Determine for yourself what achievement you are pleased with. Be specific.
3. Get the child's attention - make sure that they are looking and listening. If necessary engineer the setting to ensure this.
4. Tell the child what they did well and why it was good.
5. Tell the child how you feel about it. Touch the child gently on the arm or hand, using body language to reinforce your words. Use facial expression as well, to reinforce your words.
6. Pause for a few seconds to allow the child to appreciate what you have said and then perhaps ask the child how they feel.
7. Tell the child how you think they might do even better in the future and how they might do so. Be fairly precise here, too.
8. K.I.S.S.! (Keep It Short and Simple)
9. Be prepared to remind the child of the praising at a later time. This is optional. Ego "Do you remember how pleased we were when ?"
10. Remember that praise given during the desired activity / event is often as effective or more effective than praise given simply as a reward after the event.



Reprimanding

The principle here is the same as for praising, with the proviso that reprimand is more effective by far when it is calmly done - as things start to go wrong, rather than after the situation has become irretrievable. The process consists of seven stages. Which equate to points 2 - 8 of the 'praising' process:-

1. Determine what behaviour you are displeased with. Be specific, give one or two examples not a long list of faults which the child may not be able to cope with.
2. Get the child's attention - make sure they are looking and listening. If necessary engineer the setting to ensure this.
3. Tell the child exactly what it is that they are doing which is wrong or inappropriate and why it is so.
4. Tell the child how you feel about it (and perhaps how their 'victim' might feel), but do not touch the child at this stage. Use facial expression and body language to reinforce what you say.
5. Pause for a few seconds to allow the child to absorb what you have said and then perhaps ask them how they feel about what they have done.
6. Tell the child how you think they can do better in the future. Be as specific tell the child what they should do rather than not do.
7. Touch the child in a supportive way, once you think they are getting the point of what you are saying and particularly at the "You can do better " stage.
8. K.I.S.S.! (Keep It Short and Simple)

It is worth remembering that most of our children have a very limited span of attention/concentration, and have impaired understanding. It is often difficult for them to follow a long or complex line of reasoning. This is not their fault. It is usually easier for them to benefit from a praising or a reprimand if they can *listen* to it and *understand* it - and the *only* reason for giving it is so that the child will benefit.



APPENDIX 3: Prompting and General Physical Contact

General Physical Contact

Physical contact can be used to appropriately express praise or approval, depending on the age, sex, competence, preference and understanding of the child. Examples would include a pat on the back or a brief hug (but not using the whole length of the body). A good rule of thumb is to think of the child as wearing a bikini and only make contact with places the costume would not cover.

It is appropriate to engage in physical contact in some forms of play.

It is also at times appropriate to use- physical contact to offer comfort or support to a child. This is natural and healthy, but must be used with an awareness of the circumstances of the child and according to the member of staff's personal knowledge of the child. It may under some circumstances be helpful if a second member of staff could be available to act as support in the interests of both the child and the member of staff.

Great care must be taken to ensure that physical contact does not give offence, does not imply threat and does not arouse any sexual feeling or expectation.

Physical Prompting

The encouragement of an action by physical means is permissible when used in the context of 'coaching', or training when the child cannot manage unaided. It should be persuasive rather than coercive.

Staff can lead a child by the hand, or both hands, and guide them when the child is unwilling or unable to comply with appropriate demands. Where necessary, staff can place the flat of a hand against the child's back to further encourage or direct.

When a child refuses to sit down in response to verbal instructions, or to accept other such forms of behavioural control, staff may hold one or both of the child's hands whilst repeating the instruction and using gentle pressure in the direction of the seat or the floor in order to achieve the sitting position.

Staff may use prompting to gently move the child's face so as to encourage eye contact or listening.

Where the sort of prompts described above are ineffective, staff may lead the child by the hand or arm to the desired place.

Staff may use 'hand-over-hand' prompting and guidance to enable the child to learn or complete tasks 'such as teeth-cleaning, use of cutlery, writing and other tasks involving gross or fine motor skills. Physical assistance may be used to help children in self-care, ensuring always that the child retains their dignity and is not at risk of being hurt.

Hand-holding or physical assistance may be used in order to ensure that prescribed medication is safely administered.

Physical prompting should be accompanied by verbal directions and/or encouragement. The adult should revert to these methods as soon as possible.

Responding to Problems

Most behaviour that is not too destructive or challenging can be responded to by the staff present at the time and will need no special intervention or advice from others. Staff should feel confident in their response and not fear judgement by colleagues.

However, staff should never use violent or aggressive behaviour towards children, whether of a physical or verbal nature. They should never hit, slap, shake, pinch or kick children or submit them to torment, ridicule or fear. Staff should also remember that some children who have been abused sexually or physically in the past, might perceive some acceptable behaviour as threatening. It is important, therefore, that staff are very much aware of individuals backgrounds, needs and vulnerabilities.

The exact method and style of response will inevitably vary depending on the staff, child and circumstances. No one approach will always be effective in all situations. Staff should always make it clear that it is the behaviour that is not acceptable, not the child. Behaviours are sometimes inappropriate or unhelpful, children are not. *Please see adjoining Policy Guidelines on the Use of Physical Interventions.*

Obstructing

This involves staff restricting movement without touching the child. It can be seen either as a manipulative technique (changing the 'spatial dynamic' in the environment), or as a way of creating an opportunity to express concern, to reiterate instructions or to remonstrate with the child. It should be used only if it is not likely to generate further unwanted or inappropriate behaviour and in a way which will assist in re-establishing effective control with child.

Single Person Holding

Holding is not the same as physical restraint and is primarily differentiated from it by the manner and degree of force used. Holding is intended to discourage while restraint is intended to prevent.

Holding should involve a hand placed on the child's arm or shoulder, or a light grip. It can involve holding one or both of the child's hands, and/or a hand placed against the child's back, in order to direct and guide them.

Holding may be necessary in situations such as:

- to avoid damage or injury
- to divert a child from unwanted, destructive, or disruptive behaviour
- to discourage such behaviour.

There will be times when the need to hold is **urgent**, or when the child's behaviour is such that holding is patently **inadequate** as a method of preventing injury or damage. At such times restraint is justified, although staff should be careful to ensure that any restraint is applied in accordance with the School's policy and guidelines.



APPENDIX 4: Consequences and Reparations

The valid use of sanctions involves the child in facing the consequences of their own unwanted behaviour. It is hoped that eventually the child would learn to consider the consequences of the behaviour *before* the act. This is also seen as a form of 'reality testing', in that the child is helped to understand that their actions have implications for themselves and others, either in the context of the School, or in the context of the wider social environment with which the child must eventually come to terms.

Consequences ought to be planned and applied consistently, so that they can be explained to the child before (if possible) the unwanted behaviour occurs.

Typically, consequences may involve the child her/himself (possibly with assistance or guidance) doing things such as the following:

- cleaning up any mess they may have made
- retrieving thrown items
- repairing damage
- re-arranging furniture they may have disturbed
- paying a proportion of their 'pocket money' towards the cost of reparation.

In circumstances where reparations are not realistic or perhaps desirable, for example when the unwanted behaviour is directed against other people, or when injury has been caused, then it is appropriate to introduce consequences which are imposed upon the child. Examples include:

- having explained the consequences of their actions on other people.
- experiencing 'planned ignoring' by the adult, whilst the victim receives comfort and/or compensation.
- withdrawal from the situation or group to another room, until the child's behaviour is felt to be under control.



APPENDIX 5: Restrictions of Liberty

Restriction of liberty by confinement to the site

The School aims to maintain an ethos in which children voluntarily accept reasonable control of their movements, both on and off site, given the age and competence of the particular child. This is seen as necessary for the physical and emotional well being of the children.

The external doors of the School will on occasions be locked, so as to prevent the entry of any person without staff knowledge or authorisation and to prevent the children gaining access to potentially dangerous areas outside the School.

At night all external doors will be locked as a security measure.

Children are vulnerable when unsupervised and will not be permitted to leave the site unless accompanied by an authorised adult.

It is not recommended that staff physically prevent children from leaving, although the usual precautions to then ensure their safety must be taken. A child should be followed by staff if intent upon leaving the site. Staff should ensure that others know of the situation in order to assist.

Restriction of liberty by confinement to a room

It is reasonable on occasions to withdraw a child from a situation in which they appear to be unable to control their behaviour, especially if others' rights or safety are at risk. It would also be appropriate if they themselves need 'time out' to regain composure in a calm place. This may involve subsequently confining the child to another room. Such confinement must be supervised and should be limited either by time or by criteria of the child's behaviour. (See Appendix 6).



APPENDIX 6: Prohibited Measures

There are certain measures which are considered to be totally inappropriate in terms of professional good practice, and/or are illegal in any case. These must be considered to be prohibitions.

The following list describes these measures.

Corporal punishment

This includes any punishment which is inflicted on the body, such as hitting, kicking, slapping, punching, prodding, poking, biting, throwing something and general rough handling. Essentially this means any act which causes or threatens bodily harm.

Restriction of liberty by confinement to room

No child is to be locked in a room at any time.

Time out can only be permitted as a procedure to help a child calm down in a safe environment. Where safe, staff should remain with the child in the room. Ending of time out should occur as soon as the child is calm and it is safe to do so.

Deprivation of food or drink

No child is to be deprived of food and drink as a punishment. Children should have access to the full range of foods available to other children, unless their diet is restricted for medical reasons. Children should not be forced to eat foods they dislike.

Note: Children can be encouraged to try a wide range of normal foods, especially if this is part of a plan to widen their access to a varied and healthy diet. Whilst children will never be deprived of food, there will be times when it is legitimate to offer a child an alternative food to the normal menu, for instance when their behaviour has precluded their attendance at a regular mealtime. This consequence must be clearly explained to the child.

Deprivation of sleep

No child is to be intentionally deprived of sleep.

Note: Children may be withdrawn from the bedroom if it is apparent that their behaviour is disturbing or distressing others. The aim of subsequent intervention should be to assist the child to achieve a state in which they can return to bed successfully.

Deprivation of medical or dental care

No child can be allowed to suffer the withholding of medication, or medical or dental treatment, as a punishment.



Note: It is acknowledged that there are times when a child's behaviour makes the safe or effective administration of medication impossible. Under these circumstances it is reasonable to cease further attempts to administer. A further attempt should be made when the child is calmer. If it is not possible to administer medication at all, then reference should be made at the earliest convenient time to the appropriate medical authority (preferably the prescribing doctor). A 'Notification of Medication Discrepancy' form is completed and given to the unit manager.

Restriction of visits or communications

Children have the right of access to their family or to a guardian or advocate. No child must suffer restriction or refusal of a visit or other communication as a punishment.

Note: It is legitimate to plan and regulate visits and other contact as part of an agreed individual plan for the child. This must be by agreement of all interested parties.

The wearing of distinctive or inappropriate clothing

No child can be required to wear any clothing, footwear, badges, etc. intended to indicate or act as a punishment, or any clothing etc, inappropriate to the time of day, time of year, or activity in progress.

Note: Under certain circumstances it is acceptable to control the child's clothing. For instances, if a child is kicking people, then it might be sensible to remove any hard footwear the child is wearing and to allow the child only soft footwear until they have regained control. Clothing can also be controlled for reasons of safety, appropriateness to the occasion or the weather and the child's dignity.

Fines

The imposition of fines is not permitted.

Note: Where appropriate, in that children are able to understand the sanction, they can be expected to pay up to 50% of their weekly pocket money as restitution. The reason for any restitution should be clearly explained to the child, so that they can be helped to understand the consequences of their own behaviour.
(see Appendix 4).

Intimate physical searches

These are not permitted. If it is felt such a search is necessary, then the police should be notified.

