

Policy Number 2

Methods of Care and Control (Behaviour Management)

Induction and context

Phoenix Learning and Care Ltd homes aim to provide positive, culturally sensitive and individually focused care and support for children, featuring relationships between children and their families/networks and the employee teams which are based on mutual respect, partnership and a clear understanding of personal and professional boundaries.

The Behaviour Management Policies and Procedures that are practiced by Phoenix have been developed and used in care and educational settings across the United Kingdom. The procedures involve systematic application of some of the psychological and practical principles of Applied Behaviour Analysis and Cognitive Behavioural approaches as well as Motivational interviewing which are at the core of the delivery of practice. This also applies to the way in which all employees are trained, monitored and evaluated in their responses to the behaviours that young people exhibit in their homes and schools.

The specific Behaviour Management Procedures detailed here have all been constructed on the basis of a broad social learning perspective on human behaviour and how it might be altered. The procedures are also constructed on the basis of a commitment by all employees to the direct teaching of appropriate social behaviour. The added area of involvement within this environment is the inclusion of the individual care and self-help skills in the homes as well as classroom and academic development of the young persons, which creates a more formal environment within which the young persons are expected to inter-act.

A fundamental task in good quality residential work with children and young people is the 'routine' promotion and reinforcement of acceptable conduct; creating and maintaining positive relationships and communicating a high standard of expected behaviour through providing role models. This contributes to a culture of reasonableness, which enables young people to begin to assert their rights and responsibilities in a climate of safety, trust and reassurance within the home and with Colleagues.

Equality and Diversity

Phoenix Learning and Care Limited fully accept and adhere to the legal, social and individual obligations to promote equality, diversity and Human Rights across its operations. We recognise that every young person in our care, every Colleague employed by us and every visitor to our services has the right to be treated equally and fairly, irrespective of their gender, age, race, ethnic origin, culture, religion, belief, social class, marital status, gender identity, sexual orientation or preference, including any disability they may have, either mental or physical, either temporary or permanent.

This principal is embedded throughout the policies of Phoenix and are highlighted in sections of the Behaviour Management Policy where specific reference to equality and diversity best illustrates the point being made.

The aims and expected outcomes of this Policy and Guidance are;

Ethos

- Children's behaviour is central to their development and an intrinsic element of their care and education
- behaviour, both positive and negative, can be found to be a product of complex interactions between the individual, care setting, education, family, community and wider society
- Social interaction, based on mutual respect, is a fundamental factor in an optimal care and educational environment
- Maximising care, educational and life chances for the most vulnerable is at the heart of ensuring excellent provision for all

Principles

- All children will have access to normally available resources, including the right to a safe and secure home environment and education
- All aspects of behaviour and learning will be inclusive, adapting to meet individual needs and building on preferred talents and learning styles
- All Phoenix employees will work together to develop and deliver a shared approach to care and education
- Partnerships with parents, other carers and external professionals is essential for planning to meet the individual needs of young people
- This behaviour management policy will help ensure close co-operation and agreement in working practices between all Young People, employees and partners involved in the organisation

Outcomes For Children and Young People

To be looked after in an environment that acknowledges their personal challenges and maximises their opportunities, within a known framework of behaviour management based on equality, fairness and clearly understood expectations which supports their development and encourages them to take responsibility for their actions.

Outcomes for employees

To operate this framework in a caring, consistent style that models responsible adulthood and reflects a 'culture of continuous improvement in the delivery of residential childcare. This will include, as a duty of care, the use of Behaviour Management Procedures outlined in this document. This will improve employee practice and expertise in the appropriate response/s to the behaviours of Young People, both positive and negative. This will further improve employee's ability to enable young people to develop and achieve their long term goals, enhancing employee motivation and cohesion.

Outcomes for external stakeholders and other agencies

To expect that children and young people placed in the care of Phoenix are treated with respect within the ethos, aims and principles of this policy. That they are cared for and educated within a setting that meets the needs of each child as referred by each authority. That each child and young person is given every opportunity to develop and flourish through the application of the procedures outlined in this policy; socially, educationally and individually.

Legislation and Standards

All children's homes are required to adhere in every respect to The Children's Homes (England) Regulations 2015.

Of particular relevance to this policy is the *Positive relationships Standard* and the *Protection of Children Standard*.

These standards, and indeed all childcare practice, should also be considered in the context of the Human Rights Act (1998), and the United Nations Convention on the Rights of the Child (1991). All residential childcare employees are expected to be familiar with the regulations and their application in practice. Each home should have easily accessible printed copies of the Children's Homes (England) Regulations 2015.

Positive Behaviour Management

Significant changes in a persons usual behaviour may occur when they become distressed, resulting in *Challenging Behaviour* (i.e. acts of verbal or physical aggression). Colleagues should be aware of the young person/s in our care including their history, diagnosis and known triggers to challenging behaviour.

Reasons for the causes of the distress may not be obvious. It is the Support Workers role to encourage the Young Person to discuss their concerns with a view to calming the upset person, this may be achieved by;

- Acknowledging that the person is upset
- Asking the person if they wish to talk about what is upsetting them
- Asking the person if they wish to consult with someone else, (i.e. another Support Worker)
- Listening carefully to what is being said
- Talking and reasoning with the person
- Using appropriate re-direction techniques (as per Challenging Behaviour training)
- Where appropriate, securing advice from the Young Persons GP

Stay calm at all times. If there is a risk of the person becoming physically aggressive, observe from a distance. Seek assistance if the behaviour continues. Ensure the Manager/ Senior RSW is informed.

Avoiding/diffusing situations

Good practice dictates that wherever possible, dangerous or potentially dangerous situations should be anticipated and prevented. Where this is not possible, measures should be brought to bear to diffuse a potential situation, learn from it and amend practice accordingly.

Possible causes of problem behaviours are;

- Boredom and lack of environmental stimulation
- Too much stimulation, noise and general disruption
- Overcrowding
- Antagonism, aggression or provocation on the part of others
- A generally unsuitable mix of young persons
- The rewarding of undesirable behaviour by attention
- The inability to protect oneself against harm as a result of a mental disorder

General positive prevention measures that we will adopt are as follows;

- Keeping Young People fully informed of what is happening and why
- Giving each Young Person a defined personal space and a secure locker for the safekeeping of possessions
- Ensuring access to open space
- Organising the school to provide quiet rooms, recreation rooms and visitors rooms
- Ensuring access to a telephone
- Providing structured activities by professional teams
- Encouraging energetic activities for younger Service Users
- Providing training for Colleagues in the management of disturbed behaviour
- Monitoring the mix of Young People
- Applying and monitoring any individual programme consistently
- Ensuring that a Young Person's complaints are dealt with quickly and fairly
- Seclusion will not be an option of treatment as a matter of policy

Positive Reinforcement

The philosophy of Phoenix Learning and Care Ltd is based around the belief that Young People react to positive reinforcement of behaviours far better than negative reactions to behaviour.

The schools within Phoenix Learning and Care Ltd have their own unique philosophy and Statement of Purpose and embrace the concept that positive relationships and rewarding good behaviour both lay the foundation for positive growth and the development of self-esteem in the Young People. Safeguarding the Young People must always be paramount within the schools.

Relationships between Colleagues and Young People are encouraged through participation in; activities and holidays, individual work both in and away from the school and by building mutual respect and trust.

Good order is maintained through the involvement of the Young People in the setting of the school rules and the consequences if they are not adhered to, including details of reparation and restitution if the need arises.

The consequences of both good and negative behaviour are well known to both the Young People and the Colleagues caring for them, and the basic rules are indicated further in these policies and procedures and our constructive sanction model.

The Young People are involved in a bonus scheme within which their good behaviour results in a monetary reward. This scheme charts a Young Person's behaviour and is used with the Young Person to target general areas of behaviour that may need to be addressed.

In addition to this standard scheme, a more individual scheme is often organised to target behaviour in a way that isolates the behaviour from the daily routine of the school and allows specific input into that behaviour. These schemes tend to have very specific rewards intended to motivate the individual young person and may include; special trips, mp3's, eating in a specific restaurant.

Control and Sanctions

The philosophy of the school recognises that there will be occasions when it will be necessary for an employee to exercise control over a Young Person in their care. It is expected that whenever such control is necessary it will always be to promote the safety and wellbeing of residents and employees and to maintain an atmosphere which is conducive to a positive and high standard of care and mutual respect and the safeguarding of all Young People.

Employees strive to have good personal relationships with the Young People and such relationships provide a positive means of control in themselves. The school recognises that it is important that rules and boundaries exist, that they are clearly stated and understood by both employees and residents.

The school is committed to providing open dialogue with the Young People on all areas of conduct and behaviour. In this way the school hopes to promote an understanding of responsibility and safeguarding through participation.

Behaviour Management Procedures

An example of the Index and Manual based on these principles is attached as Appendix 2. It would be expected that each home and school in Phoenix develop their own Index based on the following principles and the needs of the young people in their care.

The approach taken in selecting and implementing the Behaviour Management Procedures rests on the following five theoretical principles, consistent with a social learning and motivational perspective.

A. THEORETICAL PRINCIPLES

Behaviour is Learned

Most behaviour displayed by adolescents within care settings have been learned previously, or are currently being learned through social interaction with other adolescents or Colleagues. Behaviour that has been learned is open to further modification and change. Existing inappropriate behaviour can be reduced and new appropriate behaviour can be acquired. Even when it may not be possible to discover the original causes of behaviours now appearing, it is still possible to alter those behaviours to the advantage of the young people concerned.

In today's climate, one should note that conditions like Autistic Spectrum Disorders (ASD), Attention Deficit Hyperactivity Disorder (ADHD) and Pathological Demand Avoidance (PDA) have been accepted as medical conditions rather than learnt behaviour. These conditions and their associated behaviours will require Colleagues to undertake further, specialist training.

Frequency is more important than Severity

Behaviours that occur regularly and often are the important behaviours from the point of view of constructive intervention. Isolated, bizarre or unusual events may attract a great deal of professional concern and discussion, and may well have had traumatic effects upon an individual at the time they occurred. However, in order to provide effective assistance to people affected by those traumatic events, it is the behaviours they are currently and regularly performing (and the everyday contexts in which these take place) which provide powerful information for constructive assistance.

Begin in the Contexts where the Problem Occurs – Home or School

For those young people in residence, then, critical information is available in their day-to-day behaviour in various regularly occurring settings - e.g., recreation, mealtimes, self-care routines or the classroom. Interaction with other adolescents and with employees in these regular settings becomes an important context for learning. It is in these contexts that both appropriate (or pro-social) behaviours (e.g., co-operation, sharing, volunteering help) and inappropriate (or anti-social) behaviours e.g. non-compliance, abuse, aggression and withdrawal) are acquired and maintained. Any attempt to help adolescents to alter their behaviour must focus on their behaviour in these everyday contexts, even if some of that help is provided in other contexts e.g., in one-to-one counselling sessions).

Staff Behaviour is Critical

Staff behaviour is an integral part of the learning contexts provided through the regularly occurring settings and institutional routines. For the young people's period in residence, staff are the major adult models of social interaction available. Staff are also the major adult initiators of and respondents to the social behaviour of adolescents. Since the adolescent peer group in residence is likely to display and reinforce a high rate of anti-social or inappropriate behaviour, the quality of interaction with residential staff is extremely critical for the learning of appropriate behaviour. The learning of new appropriate behaviours as alternatives to inappropriate behaviours will be greatly influenced by the number and quality of opportunities available for adolescents to perform these behaviours and to learn from their consequences. So, it is important for staff to be acutely aware of their own behaviour, and how to use their own behaviour to provide opportunities for adolescents to learn. This requires a commitment by staff to learn effective strategies or procedures for use in this everyday interaction with adolescents. This will include a commitment to work towards consistency in their own behaviour, and with the behaviour of other staff (both internal and external) across time.

Colleagues are Engaged in Instructional and Teaching Skills across Phoenix provision

Because of their regular and continuous interaction with young people in a variety of settings, and because their behaviour is critical for the learning opportunities available in those interactions, all staff should be actively engaged in a teaching or instructional role, and not confined to a custodial care or direct teaching role. While staff involvement in the operation of motivational systems of rewards and sanctions may positively influence the behaviour of adolescents within Phoenix, not all behaviour problems encountered will be motivational problems. Another explanation for the appearance of inappropriate or anti-social behaviour may be that the adolescent knows no appropriate alternative. Hence inappropriate behaviour may indicate a skills deficit as much as a motivational deficit. Where staff are engaged in teaching appropriate skills as well as in containing or reducing inappropriate behaviour, there is a greater chance that the young people will leave the institution with some newly learned appropriate behaviours that will have some pay-off outside the institutional environment.

B. PRACTICAL PRINCIPLES

The selection, sequencing and presentation of the procedures in the manual have also resulted from continued interaction and negotiation. Several important practical operational principles underlie the layout and presentation of the material in the Index.

1. Discrimination of Categories of Behaviour

Prior to responding to adolescents' behaviour, it is important that all staff learn to discriminate among several categories of behaviour, namely, appropriate behaviour, and three categories of inappropriate behaviour - mild, moderate and severe. The categories were defined (in terms of concrete examples) by staff after lengthy discussions. Staff are required first to discriminate the correct 'level' of adolescent behaviour occurring, so that they can then select an appropriate procedure. Within Phoenix this process is ongoing and it would be expected that each home or school develops its own examples of behaviours that fit each category based on the age, gender and number of young people in each school as well as the levels of appropriate or inappropriate behaviour.

2. Respond with a Procedure at the Appropriate Level

The procedures are designed to allow a graduation of response to adolescent behaviour (see Index to Procedures). For appropriate adolescent behaviour, there is a wide range of procedures available as staff responses, mainly focused on forms of positive reinforcement and positive social interaction. For mild inappropriate behaviour there is a similarly wide range of procedures available as responses, mainly focused on 're-directing' or 'diverting' inappropriate behaviour into appropriate behaviour. For moderate inappropriate behaviour there are fewer options open to staff but there is still some flexibility in response. Again, the focus is on the educational task of re-directing or diverting the behaviour displayed into behaviour that is more appropriate. Some procedures such as INCIDENTAL TEACHING and DIRECT DISCUSSION are geared to having the staff prompt and initiate specific alternative behaviours in the young person, rather than simply having staff provide positive consequences or punishments.

For severe inappropriate behaviour there should be very limited options for staff to use. These procedures are Phoenix's' "heaviest" procedures and hence their use should be tightly specified, tightly controlled and carefully recorded. As an overall strategy, staff are expected to 'try never to reach the bottom line' of the procedures in the index.

The majority of inappropriate behaviour should be redirected or diverted so that neither adolescents nor staff should find themselves coping with 'severe' inappropriate behaviour very often. Severe sanctions should NOT be implemented as staff responses for behaviours other than SEVERE inappropriate behaviour. This is consistent with the TEAM TEACH approach.

3. Giving & Receiving Feedback on Performance

Along with the overall commitment to learning the procedures in the manual is a commitment by Staff to give and receive feedback to each other on their performance of the various procedures.

As well as breaking down each Behaviour Management Procedure into observable steps, the manual provides a summary checklist for each. Individual staff should use the procedural checklists both to give feedback to a colleague and to receive feedback from a colleague on their own performance. Staff are encouraged to work together in pairs while sharing duty, to practice each procedure and to be monitored by a colleague. Regular and consistent feedback is necessary to maintain the level of skill acquired once a particular procedure has been learned. Staff are expected to learn and be monitored on all the procedures within a specified time period of four months.

This particular programme may be linked with a positive reward system formulated for each young person which is based on a token economy. The system may be targeted to deal with specific or general difficulties of the young person relating to behaviour, social skills and academic achievements during each day.

The main operational factors involved rely on the development of each member of staff implementing the procedures appropriately, fairly and consciously. One in particular is trying to ensure that the positive aspects of each of the procedures receive their right and proper emphasis. There is a need to make sure that, on balance, young people are generally praised at a higher rate than they are criticised. This relies on staff recognising that many behaviours exhibited by young people in care are negative and learnt, and that appropriate behaviours may not have been learnt. The other major operational factor is the need for a high degree of continuity and consistency within each group of staff. Without this continuity and consistency new behaviours will not be learnt.

All Rewards are negotiated with the young people, key workers and staff and are dependent on the principles and systems applied in each home or school in Phoenix.

4. Involve Young People in the process of policy and practice.

The views of young people are essential in making this Behaviour Management Policy work.

The policy has embedded the principle of consultation throughout.

Individual units hold regular meetings between staff and young people in which their views are sought regarding rewards and sanctions. Each unit also reviews the effectiveness of the Behaviour Management Procedures on a monthly basis and, in consultation with young people, amends those behaviours that are currently having a positive or negative impact on the unit. Individuals are also asked their opinions and views on behavioural matters in key worker sessions to ensure that they are not intimidated by group sessions or other young people. Staff would then take the views and opinions of young people and adapt the overall procedures for implementation where appropriate.

5. The use of Physical Intervention

Many of the children and young people we care for may have experienced poor parenting, abusive actions and repeated rejection which, when linked with their age and understanding, may present as challenging behaviour requiring a proportionate response.

These behaviours may include: aggression and violence to self and others and serious damage to property - which are the 'threshold' for physical intervention and restraint. Phoenix adheres to the guidelines laid out in the Children's Home (England) Regulations 2015;

(19-1) No measure of control or discipline which is excessive, unreasonable may be used in relation to any child.

(20-1) Restraint in relation to a child is only permitted for the purpose of preventing;
(a) injury to any person (including the child);
(b) serious damage to the property of any person (including the child); or
(c) a child who is accommodated in a secure children's home from absconding from the home.

(20-2) Restraint in relation to a child must be necessary and proportionate.

(20-3) These Regulations do not prevent a child from being deprived of liberty where that deprivation is authorised in accordance with a court order.

It is acknowledged that children may present challenging and disruptive behaviour below this threshold, which must be addressed proportionately by the staff teams e.g. refusing to leave another child's bedroom or the home's office when requested. This may necessitate the use of physical contact such as 'guiding' a child by the use of 'escort hold' from the area after due warning and the opportunity to exit without physical intervention. Any such

actions should be regarded as a Physical Intervention and recorded as such. This principle is embedded in the Behaviour Management Procedures.

See also Policy No 6 Risk and Restraint Reduction Policy

Phoenix Learning and Care Ltd recognises the importance of agreed approaches designed to encourage positive behaviour and to manage unacceptable behaviour safely and ethically, through the use of taught techniques specifically designed to maximise the opportunity of improved behaviour and minimise the risk of repetition of inappropriate behaviours or injury.

5. Managing risk

Risk is assessed and mitigated within the home through the senior management team collating all available information on risks posed by the young person and risk the young person poses.

Once this information is collated it is included within the individualised risk assessing and Positive Handling Plan (PHP). This helps to mitigate risk by allowing staff to identify risk and their reaction to risk situations, particularly where a previous intervention has proven to be positive. This skill base is recorded and shared.

Children need to understand, too, that, when local authorities are responsible for their daily welfare, their carers will be expected to provide them with the safety, clear guidance and firm influence that characterises effective parenting of children.

Children must be listened to and their wishes and feelings taken into consideration and recorded. But this does not mean that local authorities, social workers or carers are constrained to abide by the wishes of the child.

The wishes and feelings of children can, and indeed should, be overridden in decisions that affect them if this is necessary to safeguard and promote their welfare and protect others.

Rights and Responsibilities go hand in hand

6. Information, Plans and Recording

The Children's views, wishes and feelings standard promotes diversity, a positive identity and potential through individualised care.

The importance of clear planning and recording cannot be overstated. It is the basis on which we determine how we meet children's needs and the evidence of our performance in doing so.

The term `placement plan` in the NMS should be regarded as a broad description of all documents and formats in use to ensure that each child`s needs are described and that approaches to meeting these needs are specified in line with each home`s Statement of Purpose.

Each Looked After Child will be supported by a keyworker, who will have day-to-day responsibility for ensuring that case files and recordings in the home are maintained.

7. Recording

Each child will have in his or her case file:

- A Placement Plan which includes a Risk Assessment, updated as necessary and drawing upon all available information, including:
- Relevant documentation relating to LAC from the social worker/placing authority.
- Copies of all Looked After Reviews, Progress Meetings and any **Section 47 Enquiries**.
- Summaries of previous placements
- School / education reports
- Where applicable, any Statement of Special Educational Needs, medical opinion / diagnosis and details of involvement by related professionals e.g. CAMHS, Designated Nurse for Looked After Children.
- Daily Observation Sheets, cross-referenced where necessary to: Record of Medication/Medical Treatment form, Significant Event form, Record of Sanctions and Controls, Record of Physical Restraint, Regulation 30 Reporting form (if relevant), copies of any Missing Persons notifications, record of complaints and suggestions made by the child
- Copies of the Keyworker`s weekly/monthly Progress Reports. These will have been shared with the child, who will have had the opportunity to read and comment on their content before they are forwarded, signing to indicate that they have done so.

Contact details for local advocacy services - which should also be displayed in communal spaces in the home.

8. Positive Handling Plan`s (PHP) See Positive Handling Plan standard form SF74

Each young person`s individual keyworker discusses the young person`s individual plan ensuring that the young person`s views are also recorded and they understand and contribute to its contents. This enables them to identify to staff what triggers certain behaviours and what often helps in the `ascension` period of an incident. However, it should be noted that some young people will be unwilling to participate with this or indeed may be unable to.

If a young person is identified for whom it is felt that Physical Intervention is likely a Positive Handling Plan (PHP) will be completed in conjunction with the relevant social worker/parents and any other relevant adults who know the young person. This Plan will

help the young person and staff to avoid difficult situations through understanding the factors that influence the behaviour and identifying the early warning signs that indicate foreseeable behaviours that may be developing.

The plan will include:

- involving social workers/parents/carers and the child to ensure they are clear about what specific action the staff may take, when and why
- A behaviour assessment by the company psychologist
- a risk assessment to ensure staff and others act reasonably, consider the risks, and learn from what happens.
- a record needs to be kept of risk reduction options that have been examined and discounted, as well as those used
- managing the child, strategies to de-escalate a conflict, and stating at which point Physical Intervention is to be used
- identifying key staff who know exactly what is expected. It is best that these staff are well known to the child
- ensuring a system to summon additional support
- identifying training needs

Any new behaviours can be added (updated) and new strategies to deal with these are recorded

7. Health and Safety

Accident Investigation and Reporting Policies

All employers have a legal responsibility to ensure that incidents and occurrences that give rise to health and safety concerns are promptly recorded and investigated. This will include: accidents or incidents involving Staff and non-Staff e.g. children. Please see the employee handbook for detailed guidance on the process.

Staff Support and Counselling

It is recognised that residential work can be stressful and emotionally demanding. The role of supervision and support in acknowledging these challenges and developing strategies to counter them is central to good practice and duty of care to children and our staff teams. All staff members are encouraged to talk to their senior Managers as well as staff at head office regarding ANY issue.

Please also see Policy No 513 Stress in the workplace.

8. Managing Complaint, Allegations and Police Involvement

Assaults on Staff

Violence, aggressive behaviour and harassment can never be regarded as acceptable, whatever the circumstances. There may be occasions when staff are assaulted and will consider contacting the Police to press charges. This is a decision that can only be made by the individual and Phoenix Learning and Care Ltd will support staff through this process if requested to do so. (See also Policy No 74 Police Involvement).

Many residential workers feel a sense of conflict and reluctance when considering this option. Whatever their decision, line management should discretely ensure that individuals receive understanding and appropriate support and that line management liaises closely with Head Office.

Allegations by Children

Where staff work closely with children and may be required on occasion to physically intervene, there is always a possibility of complaints being made against them. It is a management responsibility to ensure that all complaints and allegations are fully investigated under the Safeguarding procedures as set out in South West Safeguarding and Child Protection Procedures available at www.swcpp.org.uk

9. Working with Children at Risk of Sexual Exploitation

Many of the children and young people we look after may have experienced sexual and related abuse and remain susceptible to continuing harm, engaging in risk taking behaviours such as continued association with offenders and going missing.

For further details see **Exploitation and trafficking of children** in the South West Safeguarding and Child Protection Procedures. <http://www.online-procedures.co.uk/swcpp/contents/guidance-child-protection/exploitation-and-trafficking-of-children/>

10. Bullying and Harassment

The Children's Homes (England) Regulations Positive Relationships Standard sets the framework that Children are helped to develop and to benefit from relationships based on trust, an understanding about acceptable behaviour and positive responses to other children and adults. Please refer to the Phoenix Learning and Care Ltd **Policy No 10 Countering Bullying** including cyber bullying for further guidance.

11. Training for Employees

All Phoenix Learning and Care Ltd employees will receive appropriate training to equip them to deal effectively with all behaviours exhibited by children in all environments and contexts. This includes responding appropriately to positive behaviours as well as to episodes of aggression.

Our Behaviour Management Procedures provider will be Choices Psychological Services who currently provide Educational and Child Psychology and Psychotherapy services across the company. Choices Psychological Services developed the Behaviour Management Procedures with a range of psychologists and practitioners from New Zealand and Birmingham and across the UK, including Head Teachers of SEBD Special Schools and Heads of Care from Local Authorities in the West Midlands, London, Northern Ireland and the Republic of Ireland.

Individual staff have access to advice and counselling about their own performance and often seek the advice of the trainer to improve their own practice. Further, advanced training is available to all staff in counselling techniques, working with medical conditions such as ASD and ADHD and providing support for children experiencing high levels of anxiety and stress.

Our Physical Intervention training provider will be Institute of Conflict Management (I.C.M.) accredited. They provide Phoenix Learning and Care Ltd staff with a tailored programme (TEAM TEACH) consisting of a basic and advanced course and annual `refresher` training to ensure that all staff are aware of best practice standards. (See Policy No 6 Risk and Restraint Reduction).

All staff receive basic and then advanced training and then receive a minimum of yearly refresher training. This can also be supplemented with extra sessions at the request of individual staff or at the request of management or at the recommendation of the trainer.

12. Complaints and Whistle Blowing

Complaints

Phoenix Learning and Care Ltd has a complaints Policy which is available to staff and young people if they wish to make a complaint at any time. See Policy No 23 and 24 Compliments and Complaints.

Whistle Blowing

Definition

The disclosure by a person, usually an employee in a government agency or private enterprise, to the public or to those in authority, of mismanagement, corruption, illegality, or some other wrongdoing.

All staff **MUST** be aware of the Whistle Blowing and Making Protected Disclosures Policy (Group Policy 532) and will cover this in their induction training at the beginning of their employment with Phoenix Learning and Care Ltd.

There is a clear management structure within the organisation and every staff member knows who they report directly to. This is regularly revisited through staff meetings and training such as child protection and intervention training. There are further ways of making a whistle blowing disclosure and these are detailed below:

Ofsted Whistle-blower hotline

There may be times when employees and those working with young children will want to report concerns about practices and procedures for the safeguarding of children and young people. These can be reported to Ofsted:

You can contact the Ofsted whistle blower hotline in three ways;

Call Ofsted on 0300 123 3155 (Monday to Friday from 8.00am to 6.00pm).

Email; whistleblowing@ofsted.gov.uk.

Write to Ofsted at:

WBHL
Ofsted
Piccadilly Gate
Store Street
Manchester M1 2WD

Before you contact the hotline

We suggest that you first read Phoenix Learning and Care Ltd's Whistleblowing and Making Protected Disclosures Policy (Group Policy No 532) and then to raise your concerns with your line manager or other appropriate senior manager in the Company.

If you are still not sure how to raise your concerns with your line manager or someone else, we suggest you first get free, confidential advice from the independent whistleblowing charity Public Concern at Work; it can help you to decide whether and/or how to raise your concern.

You can call on 020 7404 6609 or email helpline@pcaw.co.uk .

For further information, go to the Public Concern at Work website – it includes guidance on whistleblowing legislation.

If you are someone who wishes to complain about Phoenix Learning and Care Ltd or any other service you use that Ofsted inspect or regulate, they will deal with your concerns through their normal complaints procedure.

For further information, go to the How to complain page at <http://www.ofsted.gov.uk/contact-us/how-complain>

13. Review of Policy and Guidance

This document will be regularly reviewed in line with any legislative or local policy developments. Comments and suggestions re: content are welcomed and should be forwarded through line management to: The Operations Director at head office.

APPENDIX 1:

MONITORING PERMISSIBLE MEASURES OF CONTROL ISSUES FOR MANAGERS

Managers play a key role in the implementation of the policy in relation to permissible measures of control. The organisation invest significant trust in its managers to ensure that the policy is wholly endorsed and adopted.

Therefore managers are expected to:

- maintain and regularly inspect measures of control records to ascertain the frequency and that types of methods employed with this guidance and are used in supervision sessions.
- use supervision sessions regularly to review practice including issues of negotiation and conflict resolution, ensuring that the guidance is being followed.
- ensure that existing staff members and newly recruited staff are fully aware of this guidance, and that it has been understood.
- confront issues where staff show areas of difficulty in dealing with conflict.

Particular attention should be paid to individual staff member's techniques of managing difficult behaviour.

- ensure that their supervision of staff is regular and that records are maintained but that staff have ease of access to managers outside of supervision.
- ensure that all children looked after have a current care plan and PHP and that this includes agreed measures of caring for potentially difficult individual behaviour where applicable.
- ascertain the prevailing attitude towards complaints from children and encourage openness in each establishment.
- collate any concerns from the children, staff members, inspection reports,
- Regulation 33 and 34 visits and other visits to ensure that a complete and comprehensive picture of the home's functioning is maintained. Ensure that staff have completed available training programmes (TEAM TEACH) in permissible measures of control and that they personally fully brief all staff in advance of any appropriate training
- regularly liaise with the TEAM TEACH trainers regarding progress or any possible problem areas. encourage debate at team meetings about critical incidents and ensure that the team is fully briefed as to specific plans for children.
- discuss sanctions with staff and children to arrive at a unit policy consistent with guidance issued.
- encourage a children's forum/house meetings to ensure that issues are aired and dealt with professionally.

- ensure that after every incident appropriate action is taken to review the incident and care for the child and member of staff.
- review patterns of behaviour and significant triggers to try to avoid flashpoints/triggers.
- fully brief senior management and all associated social workers and relevant others where necessary of challenging behaviour.
- work together with other managers and colleagues to disseminate good practice

Staff Responsibilities: Staff have a responsibility to:

- At induction to acquaint themselves fully with this documentation
- Safeguard and promote the welfare of children at all times
- Only use physical intervention where there is an immediate risk of injury to a person
- Use physical intervention only if no alternative method of control exists.
- Use approved methods of control and to have regard to the child's behaviour, needs circumstances and level of understanding.
- Participate in training and to develop skills which diminish the need for disciplinary measures to be taken against a child.
- Recognise and support children's rights to make representations and complaints.
- Work together with other professionals involved in the task of protecting children and to be open and honest when giving accounts of the action they have taken.
- Provide children and young people with the opportunity to discuss why a physical intervention took place.

Appendix 2

PHOENIX BEHAVIOUR MANAGEMENT PROCEDURES

Phoenix Learning and Care are in the process of re-developing their Behaviour Management Procedures. The first tranche of training has taken place in November 2012 and further details can be found in Section 11 of this document.

As an example the following pages outline a range of Rewards and Sanctions that may be used by staff in the management of the appropriate and inappropriate behaviours of young people in care at Phoenix. This is not an exhaustive list and further procedures may be added or removed as and when it is deemed necessary.

The three tables below are a broad example of the procedures that staff may use within the context of Phoenix care homes and educational units. They provide the template for staff to develop their own procedures for each unit and develop the skills that staff will need to implement the strategies outlined later in this document. It is expected that Heads of Units would monitor and evaluate these procedures on a regular basis.

PHOENIX BEHAVIOUR MANAGEMENT PROCEDURES - 1

BEHAVIOUR CATEGORY	EXAMPLES	INDEX OF PROCEDURES
APPROPRIATE	Self control. Willingness to help others. Self help. Self caring. Politeness/Manners. Responding to requests. Good time keeping. Appreciation of others' efforts. Stay in home/class. Acceptable table manners. Courtesy to all in school - adults and children. Courtesy to all out of school. Take care of : buildings, furniture, belongings - personal and others, feelings and oneself. Acceptable noise levels. Attempting all work set. Accepting constructive criticism. Participating in-group activities. Making firm decisions.	1.1 Positive attention. 1.2 Introduce new activity. 1.3 Conversation / sharing activity with child. 1.4 Grant polite and reasonable requests 1.5 Rewards. 1.6 Incidental teaching. 1.7 Giving an instruction.

	Etc.....	
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PHOENIX BEHAVIOUR MANAGEMENT PROCEDURES – 2 & 3

BEHAVIOUR CATEGORY	EXAMPLES	INDEX OF PROCEDURES
INAPPROPRIATE MILD	Spitting. Refusing to attempt work set. Inappropriate noise. Lying. Lateness. Graffiti. Not following instructions. Blatant smoking. Teasing. Off-Task in class / home. Disruption in class / home. Interrupting conversations. Derogatory comments or put-down. Inappropriate social interaction (blazing, whining, swearing, "stirring", non-verbal abuse). Disregard of Property.	2.1 Directed discussion. 2.2 Positive attention for alternative behaviour 2.3 Deliberate ignoring. 2.4 1.7 Give instruction. 2.5 1.2 Introduce new activity. 2.6 Natural and logical consequences. 2.7 1.6 Incidental teaching.
INAPPROPRIATE MODERATE	Abuse - verbal - physical Vandalism Leaving classroom / home. Theft On the roof Group picking on one person Unintentional physical assault. Bullying. Intimidation. Disruption whilst out of class / home. Absconding from home/school for over one hour. Continued events from 'Mild'	3.1 Natural and logical consequences. 2.6 3.2 Verbal reprimand. 3.3 Restitution. 3.4 Bullying Contract

PHOENIX BEHAVIOUR MANAGEMENT PROCEDURES - 4

BEHAVIOUR CATEGORY	EXAMPLES	INDEX OF PROCEDURES
INAPPROPRIATE SEVERE	Planned vandalism. Continual occurrence of events in Moderate Section. Planned physical assault on staff / children. Missing from home at night.	4.1 Close Supervision. 4.2 Exclusion - internal - external 4.3 Optional sanctions

PROCEDURE WHEN CHILD REFUSES TO DO AS TOLD

If mild procedure is ineffective, then move to **moderate** procedure
 e.g. I have told you to stop swearing. If you continue, you will lose privileges.
 *Wait 10 seconds.*
 stops = praise
 swearing
 continues = close supervision.

If moderate procedure is ineffective, then move to **severe** procedure
 e.g. you are now being physically abusive and unless you stop that immediately, you will be grounded for the evening.

PHOENIX BEHAVIOUR MANAGEMENT PROCEDURES

The way to implement and introduce specific procedures outlined in the Index/ tables above are detailed in the next 22 pages. This part of the manual should be used to help train staff and then to provide them with a means to give each other positive feedback on their application of the procedures. These procedures can be applied within care and educational settings as appropriate to their context and environment.

APPROPRIATE BEHAVIOURS: 1-1 POSITIVE ATTENTION

Positive Attention is a way to increase a child's desirable behaviours by giving *recognition, feedback and praise* when he/she does the things you would like to see more often.

HOW TO GIVE POSITIVE ATTENTION

1. **BE AN INTERESTED OBSERVER.** For some children verbal attention from adults may not at first be positively reinforcing. They may be embarrassed to receive praise or adult attention particularly in front of the peer group. Often, for these children, an interested

comment, or brief conversation about the appropriate activity they are engaged in can be an acceptable and powerful form of positive attention. An interested, observing adult who merely watches the child perform an activity can be a source of positive attention. This practice is also important because it frequently provides a setting or context for the child to initiate a conversation, to which the adult can then respond.

2 **ATTEND IMMEDIATELY.** Observe the child to catch him/her doing something good. Gain their attention. Give your positive attention to the desired behaviour immediately you notice it. If you delay, other behaviours may occur that cause you to withhold attention.

3 **BE SPECIFIC.** The most powerful positive attention is specific. Describe what the child has done that pleased you (e.g., 'John, thank you for taking out the rubbish'). That is, specify the behaviour, rather than praise the whole child. (Do not simply say 'Good girl' or 'well done').

4. **STATE YOUR POSITIVE FEELING.** In giving positive attention it often helps to state your feelings about the behaviour using 'I' statements (e.g., 'I appreciate your help'; 'I have enjoyed shopping with you'; 'I've been able to help Sally while you finished your work').

5 **ATTEND TO IMPROVEMENTS.** Give your positive attention to small improvements, and not just to perfect performances.

6 **ATTEND OFTEN.** At the beginning you should give positive attention to a desired behaviour virtually every opportunity you get. This will mean watching the children so that you catch their being good. Later, less attention will be required to maintain the improvements.

7. **USE NON-VERBAL POSITIVE ATTENTION.** Positive attention is not given only in words. Sitting or standing close, touching, smiling or simply joining in with the child all show that the behaviour pleases you.

1.2 INTRODUCE NEW ACTIVITY

Introducing a new activity is a way of changing behaviour by altering the stimulus conditions, or context in which it occurs. The procedure can be used either to anticipate undesirable behaviour, even when the current behaviour may be desirable or to alter mildly undesirable behaviour, without having to implement consequent procedures. It is suitable both when working with individual children and with groups. It is a very appropriate procedure when a child is apparently not engaged in any activity.

HOW TO INTRODUCE A NEW ACTIVITY

1. **ANTICIPATE DIFFICULTIES.** Observe the child's current behaviour and decide whether or not the present behaviour is likely to lead to undesirable behaviour (e.g. children getting tired of a particular game or activity which has gone on successfully, e.g., a girl who is an 'expert' is about to join a game played by two other children who are learning a new skill).
- 2 **SELECTING ALTERNATIVE ACTIVITY.** Choose one which you could conveniently introduce, either for the whole group or for one or two children. Check that the appropriate materials are available or that you have enough time to use the alternative activity.
- 3 **OFFER NEW ACTIVITY.** Offer the new activity, clearly and with some interest.
Say 'Let's try this new....'.
Or 'Let's go outside and play on the adventure playground etc.'
or 'Who'd like to come and play table tennis?'
or 'Let's try this crossword'.
4. **INVOLVE THE CHILD.** Begin the new activity as soon as possible. Engage the child or children in preparing the activity (e.g. fetching equipment, finding the recipe books, utensils).
- 5 **REINFORCE PARTICIPATION.** Give positive attention for the child's participation in the new activity. Then gradually withdraw yourself.

1.3 CONVERSATION

Engaging children in conversation is one way of delivering positive attention for desirable behaviour. However it is also a way of providing a context or setting for all to practise social skills (e.g. reporting on events that have occurred or asking questions. A pleasant conversation with a child can often lead to child initiated opportunity for incidental teaching of skills. It is a very appropriate procedure for use with a child who is not engaged in any activity.

HOW TO USE CONVERSATION

1. **OBSERVE** a child who is engaged in some desirable activity.
- 2 **APPROACH** casually to within range of quiet conversation.
- 3 **WAIT** quietly, making yourself available for any child-initiated request or comment, (e.g. watch a little T.V. or watch the work being done for several minutes.
- 4 **WITHDRAW** if the child reacts negatively to your presence. (Do not put yourself in the position of triggering undesirable behaviour.)

5 **COMMENT.** Offer a brief interest comment or question about what the child is doing.

Example:

'That's just like Mrs. Jessop, isn't it?' (Comment on T.V. programme)

'I wonder if it's always like that in Neighbours?' (Comment on T.V. programme)

'Do you enjoy producing neat work?' [Comment on activity]

'Do you like having a nice tidy room?' (Comment on activity)

'That was a good drawing I saw you doing', (Comment on activity)

'How did you like your maths lesson today?' (Question on past event)

'What will you do now you have finished early?' [Comment on activity and future plan]

Follow up the child's response with further comments or conversation.

6 **SHARE INFORMATION.** Conversation is a two-way exchange of information and comment. Avoid a continuous line of adult questions. Volunteering information about your own preferences, feelings, or activities provides a context or setting for children to ask questions and maintain the conversation, and so improve their social skills.

1.4 GRANT POLITE AND REASONABLE REQUESTS

Granting polite and reasonable requests can help the child in three ways - it provides a model for the child on how to respond to polite and reasonable requests (so that they will be more likely to do the same for us); it reinforces the appropriate asking of requests and it provides the child with motivation to learn to decide what is 'reasonable'. It can also be used to reinforce an incidental teaching sequence (1.6) in which a request (or demand) has been shaped.

HOW TO GRANT POLITE AND REASONABLE REQUESTS

1. **ATTEND IMMEDIATELY.** Often it is necessary to consider a request before granting it or rejecting it. It is important, however, to acknowledge the politeness and reasonableness of the request immediately.

2 **STATE YOUR POSITIVE FEELINGS.** As in giving positive attention (1-1) use 'I' statements to acknowledge the way in which the request was asked, while separating (if you have to) the acknowledgement from the reply.
e.g., I really like the way you have asked that, Jason, although I'll have to think about it for a while.

3 **BE SPECIFIC.** Be specific in letting the child know why you cannot reply immediately and when you will.
e.g., I'll have to check first if but I will let you know by

4 **GIVE BRIEF REASONS** for granting the request.

e.g. Yes, you can work with the computer now, David, because I can see that you have finished your writing as agreed.

This supports and reinforces the child's thinking about what makes a reasonable request. Use of these techniques maximises the degree to which our behaviour is predictable and checkable by the child (which in turn gives the child more information about what factors we take into account in being 'reasonable') and emphasises our openness, honesty and directness with the child on a human level.

1.5 OFFERING REWARDS

Offering rewards is a means of increasing desirable behaviours by negotiating with the children and reaching agreements that following certain behaviours a reward will be received. The 'strength' of the reward should be appropriate both for the behaviour concerned and for the preference of the individual child.

How to achieve goals by offering reward

1. Before approaching the child have a clear idea in your own mind of the desired behaviour. Discuss with a colleague if possible.
2. Gain the child's attention and clearly state the desired behaviour. Be specific when defining goal behaviour(s). Avoid vague behaviour descriptions such as 'being good'. For example 'making your bed every morning before coming to breakfast' pinpoints exactly what is required from the child whereas a vague comment such as "doing what you're meant to in the mornings" does not.
3. Negotiate a reward and negotiate what behaviours will receive that reward. This requires a clear understanding from both parties on the exact nature of the behaviour and reward, for example, "If you arrive home before 4.00 p.m. every day this week you can go to the Disco on your own on Friday night".)
4. Make sure staff are aware of any arrangements made (use the log book for example).
5. Verbally praise the child when the desired behaviour has been achieved in addition to receiving the reward.

CHECKLIST FOR SOLVING PROBLEMS WITH BEHAVIOURS (and contracts).

Some questions to ask yourself if you're having problems with the contract:

1. Was the behaviour targeted for change clearly specified?
2. Did the contract provide for small, frequent and immediate rewards after small improvements had been made?
3. Was the contract clear, fair, positive systematically used and mutually negotiated?
4. Was the penalty too punishing?

5. Did the child understand the agreement?
6. Is the child getting rewards outside the terms of the contract?
7. Are new rewards needed?
8. Has a new problem developed that is drawing attention away from the target behaviour ?
9. Did the staff understand the agreement?
10. Was the contract written and signed by both parties ?

1.6 INCIDENTAL TEACHING

Incidental teaching involves making the most of a naturally occurring opportunity when a child asks for something (e.g. an object, your attention, your permission to do something, or your assistance with an activity) to teach that child a more appropriate way of requesting, or a new skill.

This is an ideal time for constructive language or constructive skills teaching to take place because the child *initiates the learning sequence* and the effective reinforcer is usually built into the child's request.

HOW TO USE INCIDENTAL TEACHING

1. **BE ALERT TO DEMANDS.** Look for child-initiated requests (or demands) for assistance. Many of these will occur at very inconvenient times (e.g. when you are trying to finish a job of your own). Nevertheless, it is important to respond to as many of these as possible, since each is a powerful opportunity for the child to learn language and social skills.
- 2 **ASK FOR APPROPRIATE BEHAVIOUR.** Respond to the request or demand with a question or request for either a more elaborate (or a more polite) statement or for the child to complete part of a task he/she wants help with.
- 3 **USE PROMPTS.** Prompt the child's use of more elaborate language or performance of some part of the task.
- 4 **REINFORCE APPROPRIATE BEHAVIOUR.** Reinforce the behaviour by applying the requested object or assistance. Add positive attention for desirable behaviour.

Examples:

Incidental Teaching - Language

Staff are serving out tea. Errol starts to fuss.

Young person : "Don't put that on my plate. I hate cabbage."

Staff : "If you don't want something, that's OK but there's a proper way to say it."

Young person : "I don't want any cabbage thank you."

Staff : "Fine. That's good. Do you want more peas instead?"

Incidental Teaching - Skill

Boy : "Stuff this! I can't do it up."

Staff: "Maybe I can show you how."

Boy : "OK, show me how to do it then?"

Staff : "Fine. Now I'll do it once and then get you to do it, O.K.?"

Boy : "Yes"

Staff : "You put this end bit of the zip in the groove and push it down firmly. Then you hold both parts of the metal and bit while you pull the zip up. See? That way one of the sides of the zip doesn't pull out. Now you have a try and I'll remind you what to do. Put the end bit into the groove...." etc.

Boy : "I got it!"

Staff : "Well done! It's not that difficult when you know how."

Examples of skills suitable for incidental teaching:

Self-care skills:

Brushing teeth, toileting, running a bath, getting a shower to the right temperature, combing hair, plaiting hair, dressing, e.g. doing up buttons, cleaning shoes, tying shoe laces, elementary first aid, using scissors, threading a needle.

Play skills:

Card and other table games, charades, table tennis, gymnastics (e.g. cartwheels), ball handling, trampoline, team games, marbles, etc., climbing a fence, use of tools (e.g. spade, hammer, pick, saw, screwdriver).

Household Skills

Sweeping floor, vacuuming, using a washing machine, boiling an egg, making tea or coffee, mixing up cordial, making toast, recycling, washing and drying dishes, taking lids off jars and bottles, using a can opener, tuning a radio into the station, telling the time, using a telephone directory, making sandwiches, baking scones and replacing a battery in a torch, using a microwave, cleaning a bike, pumping up a tyre, oiling a bike, raising a bike seat.

Classroom Skills

Using a dictionary, sharpening pencils, finding a library book, solving a maths problem, using a computer, writing a list, writing a letter, setting out a page of work, finding and putting away equipment, appropriate ways of seeking teacher help.

1.7 GIVING INSTRUCTIONS

Instructions should be simple and clear. They should first gain the child's attention, and should let the child know exactly what it is you want him/her to do. They should not include negative statements or angry remarks about children.

HOW TO GIVE INSTRUCTIONS

1. **OBTAIN CHILD'S ATTENTION.** As soon as you are clear about what you want the child to do, stop what you are doing and gain the child's attention. Go up close to the child. Say the child's name.
2. **WAIT.** Wait until the child answers you and/or looks at you. Make sure the child is paying attention before you give the instruction.
3. **SPEAK FIRMLY AND POLITELY.** Make sure you let the child know exactly what it is you want him/her to do. Avoid complaining or bad tempered comments. Use a simple sentence, e.g. "Put your books away now please".
4. **WAIT.** Do not repeat the instruction until you have waited about ten seconds. The child may begin to follow your instruction in this time.
5. **GIVE POSITIVE ATTENTION.** As soon as the child follows your instruction or begins to follow it, give positive attention **immediately**.

GIVING CONSTRUCTIVE FEEDBACK

Below are some suggestions on how to **talk to other staff and young people** about their behaviour in such a way as to: (a) make them feel good about your opinions
(b) help them change their behaviour for the better.

1. **START WITH THE POSITIVE.** People like encouragement, to be told when they are doing something well. If the positive is heard first, the negative is more likely to be listened to and acted upon.
2. **BE SPECIFIC.** Try to pinpoint exactly what the person did rather than using general labels.
3. **OFFER ALTERNATIVES.** It helps to suggest what the person could have done differently. Turn the negative into a positive suggestion.

4. **DESCRIBE, DO NOT JUDGE.** Tell the person what happened, not your judgement of whether it was 'good', 'bad', etc.
5. **OWN THE FEEDBACK.** It is easy to say to the other person 'you are...' as if you are offering a universally agreed upon opinion. Remember that when you are giving feedback, it is your opinion and it is better to state it as such, e.g. 'I feel that ...'; 'in my opinion'.

RECEIVING FEEDBACK If we are on the receiving end of feedback we can help ourselves by encouraging the giver to use some of the skills above, and also by:

1. **LISTENING TO THE FEEDBACK RATHER THAN IMMEDIATELY REJECTING OR ARGUING WITH IT.** Feedback can be uncomfortable to hear but remember that people do have their opinions about you and that they will have their perceptions of your behaviour, and it can help you to be aware of those.
2. **BE CLEAR ABOUT WHAT IS BEING SAID.** Try to avoid jumping to conclusions or becoming immediately defensive, otherwise people may cut down their feedback or you may not be able to use it fully. Make sure you understand the feedback before you respond to it. A useful technique can be to paraphrase or repeat the feedback, to check that you have understood.
3. **ASK FOR THE FEEDBACK YOU WANT BUT DO NOT GET.** Sometimes we do get feedback but it is restricted to one aspect of our behaviour and we may have to request feedback we would find useful but do not get.
4. **DECIDE WHAT YOU WILL DO AS A RESULT OF THE FEEDBACK.** The aim of getting feedback is to help us change our behaviour for the better. So when you receive some feedback that you feel would be useful to use, try to work out how you will behave next time the situation occurs.

INAPPROPRIATE BEHAVIOURS MILD: 2.1 DIRECTED DISCUSSIONS

Directed discussion is a way of prompting and then reinforcing alternative behaviours when a child is behaving inappropriately and needs to learn a new behaviour.

HOW TO USE DIRECTED DISCUSSIONS

1. **OBTAIN CHILD'S ATTENTION,** Obtain the child's attention either through a simple request or through a direct instruction (e.g. "Hey Jan, come here will you? I'd like to talk to you about what just happened then").

2 **STATE THE PROBLEM,** State briefly, simply and calmly what the problem is or what rule has been broken. Do not use excessive emotional statements that promote guilt or anger such as "you've really disappointed me" or "Sometimes you really are a brat". Do not put him/her down.

3 **GIVE YOUR REASONS.** Tell the child why you do not like that behaviour, e.g. "Don't run around the corridor: It could lead to a nasty accident"

4 **DESCRIBE THE APPROPRIATE BEHAVIOUR.** Try to prompt the child to suggest the correct behaviour. State this yourself if this seems necessary. Give positive attention for the child's statement of correct behaviour.

5 If appropriate, get the child to demonstrate what should be done. Sometimes this would be appropriate and lead to a confrontation.

2.2 POSITIVE ATTENTION FOR ALTERNATIVE BEHAVIOUR

This is a positive means of reducing a mildly undesirable behaviour. It involves selecting an alternative desirable behaviour which the child is also performing (preferably a behaviour that cannot occur at the same time as the undesirable behaviour) and providing increased positive attention for this alternative. It has been referred to as "catch the child being good".

HOW TO GIVE POSITIVE ATTENTION FOR ALTERNATIVE BEHAVIOUR

1. **SELECT APPROPRIATE BEHAVIOUR.** When a mild or moderate undesirable behaviour occurs, observe whether some other desirable behaviour is also occurring.
e.g. Child is shouting intermittently with quiet talk.
e.g. Child is yelling while setting the table.
e.g. Child is annoying another young person while swimming.

2 **GAIN THE CHILD'S ATTENTION.** Call by name.

3 **REINFORCE APPROPRIATE BEHAVIOUR.** Give positive attention for the appropriate behaviour.

Examples:

"Now you're talking nice and quietly, Maria"

"That's a nice job you're doing setting the table, George'?"

"Your swimming is coming along really nicely, Sally"

Follow up the comment by watching the child a little longer, and continue to give positive attention for appropriate behaviour.

4.. **BE ALERT.** Watch for an opportunity to engage child in conversation or for an incidental teaching episode.

2.3. DELIBERATE IGNORING

Deliberate ignoring is a way to decrease mild undesirable behaviour which appears to be maintained by adult social attention. It is implemented by removing attention from the child while the undesirable behaviour occurs. When adults unnecessarily repeat instructions, nag, pacify or coax children into obeying, they are frequently increasing the child's undesirable behaviours. Planned ignoring is NOT an appropriate procedure in a group context, where the undesirable behaviour may also be maintained by peer attention. There is little point in ignoring undesirable behaviour if peers are currently reinforcing it.

USE WITH CARE FOR IT SHOULD NOT BE SEEN AS AN EASY WAY OUT FOR ADULTS.

HOW TO USE PLANNED IGNORING

1. **IGNORE IMMEDIATELY.** If you decide to ignore behaviour, do so immediately.
- 2 **MAKE IGNORING OBVIOUS.** In order that children know you are deliberately ignoring them, make it obvious by immediately turning away from the child or if necessary walking away, or busying yourself in some activity or starting a conversation with someone else. Do not answer questions about ignoring. Avoid eye contact with children.
3. **BE CONSISTENT.** Often when parents start to use ignoring, their children try even harder to get their attention by being more displeasing and annoying than usual. It is essential to be consistent - keep on ignoring the behaviour, and ignore it each time it occurs. However, if the behaviour becomes more severe e.g. damaging property, hitting others) stop ignoring and proceed according to the procedures for dealing with that behaviour
4. **GIVE POSITIVE ATTENTION FOR DESIRABLE BEHAVIOUR.** When the undesirable behaviour stops, wait a few seconds and then give positive attention to the child for behaving correctly once again. Do not go on ignoring after the undesirable behaviour has ended.
- 5 **AFTER THE INCIDENT.** Do not mention the incident after the penalty has been applied, and activities are returned. Wait for the child to continue some appropriate activity, and then praise him/her for behaving correctly. Do not ignore the child because of the incident.

2.6 NATURAL AND LOGICAL CONSEQUENCES

Natural and logical consequences are a way of decreasing undesirable behaviour by removing objects or activities from a child (or the children from the activities). There is a wide range of situations in which a natural consequence is readily available.

HOW TO USE NATURAL AND LOGICAL CONSEQUENCES

1. **REPRIMAND** (instruction to stop)

Immediately you notice the behaviour occurring, gain the child's attention and clearly state what he/she must do e.g. "Megan, either you get in the van and come on the outing, or stay home - make up your mind".

Do not get angry or emotional.

If the child complies with the instruction, praise him/her for doing what he/she was told.

2. **APPLY CONSEQUENCE.**

If child fails to comply, "Right, Megan, you can stay home today".

3. **GIVE REASON AND DESCRIBE THE BEHAVIOUR,**

e.g. "The reason that you are not going on the outing today, Megan, is because your inability to make up your mind causes inconvenience to others".

4. **STATE THE TIME PERIOD**

e.g. "You may come on tomorrow's outing if you choose to".

5. **IGNORE ARGUMENTS**

Ignore the child's complaints following application of the penalty. However, if more severe undesirable behaviour occurs, (such as abusive outbursts or physical aggression), follow up with the appropriate consequences.

6. **AFTER THE INCIDENT**

Do not mention the incident again after the penalty has been applied and activities are returned. Wait for the child to continue some appropriate activity and then praise him/her for behaving correctly. Do not ignore the child because of the incident.

INAPPROPRIATE BEHAVIOURS – MODERATE:

3.2 VERBAL REPRIMANDS (instructions to stop)

Verbal reprimands are clear, unambiguous instructions to children to stop engaging in some undesirable behaviour. They should not include negative statements, or "put down" comments about the child. Reprimands are always followed by some other management procedure - e.g. positive attention after the child stops.

How to use Verbal Reprimands

1. ***REPRIMAND IMMEDIATELY.***

Verbal instructions to stop doing something should be used immediately, as soon as you see the behaviour occurring. Do not wait until it has happened three or four times.

2. ***OBTAIN THE CHILD'S ATTENTION***

As soon as you observe the problem behaviour occurring, stop what you are doing and gain the child's attention. Address the child by name.

3. ***TELL HIM/HER TO STOP.***

Clearly and firmly tell the child to stop what he/she is doing, e.g. "Anne, stop that rough play immediately!" "Don't jump on the furniture, Justin!", "Darren, stop interrupting"

4. ***GIVE POSITIVE ATTENTION.***

When the child does stop the undesirable behaviour, give positive attention for this, e.g. "Thank you for stopping, Stephen" or "that's good, thank you Anne", "Thanks Liam - your turn next".

5. ***PROMPT DESIRABLE BEHAVIOUR.***

Describe or explain the correct behaviour in a calm manner, e.g. "you should touch the baby gently", "the sofa is for sitting on", or state the rule that applies to the situation if there is one, e.g. "You finish your work before going out to break", "you put up your hand, Gail, to ask me something".

6. ***ATTEND TO DESIRABLE BEHAVIOUR.***

Wait for the correct behaviour to occur, then give positive attention for behaving appropriately.

3.3 RESTITUTION (PAY BACK)

Restitution (or 'Pay Back') is a form of procedure in which a specified work task must be completed, contingent on the occurrence of physical aggression, abuse of property or other agreed moderately inappropriate behaviour. If the child is gaining attention when either of these behaviours occurs, some other procedures would be instituted first, followed by restitution.

HOW TO IMPLEMENT RESTITUTION

1. APPLY PAY-BACK CONSEQUENCE.

Gain the child's attention. Explain that, because of the serious hurt to another person, or damage to property, he/she will have to 'restore' or 'make good' this harm by doing some specific work, or paying back out of pocket money.

Give the child an opportunity to define the appropriate work, but the adult must judge appropriateness (i.e. no discussion).

2. ASSIGN THE WORK TASK.

Try to select a task appropriate to the behaviour.

Specify exactly how much work is to be done, e.g. washing or cleaning walls or furniture that have been marked, or thoroughly tidying another child's room which was messed up.

If the child refuses the work, he/she cannot be involved in anything else until the task is completed. Ensure the child remains in specified work area until the task is complete.

3. GIVE MINIMUM ATTENTION TO THE CHILD.

While the work is being done, give only the minimum amount of supervisory attention. Ignore complaints.

Discourage communication with other children.

If necessary, introduce a new activity for the others.

4. INFORM THE CHILD WHEN THE TASK IS COMPLETED.

When the task is completed according to specification, inform the child that restitution is finished.

5. LATER REINFORCE POSITIVE BEHAVIOUR

Give positive attention at the first available opportunity after the task has been completed. If paying back by means of money, keep child informed of progress.

3.4 BULLYING CONTRACT

As with the Behaviour Contract this tool can be implemented if seen fit by staff. Separate administrative rules can apply to this form of intervention. The bullying contract can be introduced as a means of specifically targeting this behaviour where it is seen to be excessive and the young person has not been able to change the behaviour by using other support. Discussion will have taken place between staff and young person before this action is implemented.

If a young person needs to be placed on a bullying contract, then the separate documentation should be re-read to make sure the staff are aware of the procedures to adopt.

How to implement the Bullying Contract

- 1 Take the child to one side and explain that bullying causes serious hurt to others and that this hurt is emotional as well as physical.
- 2 Explain that this behaviour has been targeted by other procedures and other staff using natural and logical consequence, verbal reprimand, etc. and that you will be discussing this behaviour with them and recommending that he/she is put on a bullying contract.
- 3 Leave the young person with this information and talk with other staff and agree time for the young person to meet with a senior member of staff, normally the Head of Unit or Head of School, who will implement the procedures.
- 4 This will begin with an interview involving the child in order to outline the procedures that will be adopted.

INAPPROPRIATE BEHAVIOURS – SEVERE

4.1 CLOSE SUPERVISION

This is a serious step, and should follow the appropriate procedures carefully, both as specified here and within the guidelines set down for the physical handling of young people in the care of Phoenix.

The use of this procedure is restricted to the Severe Category. It will also be used for inappropriate behaviour that escalates from the Moderate category following a lack of success after using other techniques.

Please note that direct assaults on staff and planned assaults on young person's should be notified immediately to senior staff because they may be dealt with by exclusion on or off-site and not by Close Supervision.

PROCEDURE

1. Senior member of staff informed of situation.
2. Senior member of staff, following discussion of situation, to instigate close supervision procedure:-
 - a) Entry made in logbook including estimated duration - this will not exceed three hours.
 - b) Young person informed of decision.
 - c) Area of supervision is identified - should be one where interruption is unlikely; this is usually, but not necessarily, the Quiet Room.

(Young person informed of decision and, if not already there, he/she will be escorted to the designated area. If the young person is reluctant to comply, then the minimum use of force should be used in order to ensure that the young person arrives).

- d) Supervision by one member of staff (if possible a member of the Home team) unless restraint is required, when a second member of staff will be asked to offer support.
- e) A member of staff should be with the young person at all times in the area used.
- f) The time in close supervision will include:-
 - i) a period of quiet;
 - ii) directed speech (talk about the particular incident);
 - iii) counselling.

This procedure will be monitored by the senior member of staff, who will conclude the procedure by reintroducing the young person back into normal home or school life.

If the outcome of this process is a negative one, then the possibility of exclusion on or off-campus will be the only other option considered.

4.2 EXCLUSION

Exclusion is a way in which a cooling-off period can be achieved by removing the young person from the premises whilst a reassessment is made of the provision. This procedure may only be instigated by the Head of Unit, Head Teacher, or a member of the senior staff team to whom this particular sequence has been designated.

HOW TO USE EXCLUSION

1. Following Close Supervision, the members of Staff involved may feel that Exclusion is needed.
2. The young person should remain on a one-to-one basis and be told that a senior member of staff is to be consulted.

"Because of your behaviour, Darren, I am going to talk to you stay here with, until I return".

3. If, following the discussion, Exclusion is decided upon, then the young person should be told of the decision, the length of time involved and that parents, social workers or guardians will be consulted. All privileges will have been removed by this time.

4. **On Site Exclusion (Category A)**

This will take place if: -

- a) it would be more beneficial for the young person;
- b) if facilities exist to accommodate this sanction
- c) staffing levels on site allows such a sanction.

Location

The exclusion will take place in the residential unit, or an adjoining unit if more appropriate, and supervised by the young person's Home team or teachers.

Duration

The exclusion will last for up to three school days and be concluded at the latest by a senior member of staff at 3.30 p.m. on the third day. The young person's behaviour will be logged and monitored for a period of two weeks following this sanction.

Procedure

School day - isolated from other young person's - supervised school work.
Evening - isolated from other young person's - activities Home based.

5. Off site Exclusion

If from school then the young person will be escorted from the site to their home. A letter outlining in general terms the reason for the exclusion will be sent if a Phoenix school. It will be requested if another school. All relevant external agencies and parents will be informed. If from the home then Social workers and parents will be advised that Phoenix cannot continue to provide a safe and appropriate placement for the young person at that time.

6. A date convenient to all will be set and the provision for the young person reviewed and reassessed by all parties.

4.3 Optional Sanctions to be used as appropriate – moderate or severe responses.

The following sanctions are also permitted and may, after consultation with staff and young people, be applied in the care setting. The way that these sanctions are delivered shall follow the appropriate procedures identified in sections 2, 3 and 4 above, dependent on the severity of the behaviour.

- **Delaying delivery of personal allowance:** as a proportionate response to: returning later than the agreed time, deliberately missed appointments, refusal to vacate others' bedrooms, causing nuisance and disruption - including after bedtime. (This should be in the clear context of the agreed times allowances are delivered; for example: if allowances are available between 9am and 5pm and the accrued delays would involve delivering the allowances outside these times, they would be paid from 9am onward the following day).
- **Extra household chores:** where household chores and tasks are part of the home's routines, additional time spent on these activities as a component of reparation / restitution.

- **Exclusion from activities:** as an individual, not group, sanction for unacceptable behaviour: `missing a treat`.
- **Temporary withdrawal from the group:** as a response to disruptive / inappropriate behaviours which cause nuisance to others e.g. acting - out at mealtimes, interrupting others` study / leisure time. This would usually include the allocation of a worker to talk the issue through and reach an agreement re: expected standards of behaviour, with a view to `re-introducing` the child at the earliest opportunity. Enforced isolation and measures such as requiring a child to routinely take meals or leisure activities separately are not permitted.
- **Temporary removal of possessions:** in circumstances such as refusal to reduce the volume of stereos, games consoles and personal music and media devices e.g. iPods and mobile phones. This should be time-limited and followed up with agreements re: acceptable future use.