



Positive Relationships and Behaviour Management Policy

Within the Therapeutic Education service, all staff support young people to establish positive relationships and strategies to assist managing behaviour, which includes supporting positive behaviour, de-escalation of conflicts and discipline.

This procedure must be understood and always applied by staff and kept under review and revised where appropriate.

1. Positive Relationships

The young person is helped to develop, and to benefit from, relationships based on:

- Mutual respect and trust;
- An understanding about acceptable behaviour; and
- Positive responses to other young people and adults.

In particular, the leadership team will ensure that staff:

- Meet each young person's behavioural and emotional needs, as set out in the young person's relevant plans;
- Help each young person to develop socially aware behaviour;
- Encourage each to take responsibility for the behaviour, in accordance with the young person's age and understanding;
- Help each young person to develop and practise skills to resolve conflicts positively and without harm to anyone;
- Communicate to each young person expectations about the young person's behaviour and ensure that the young person understands those expectations in accordance with the young person's age and understanding;
- Help each young person to understand, in a way that is appropriate according to the young person's age and understanding, personal, sexual and social relationships, and how those relationships can be supportive or harmful;
- Help each young person to develop the understanding and skills to recognise or withdraw from a damaging, exploitative or harmful relationship;
- Strive to gain each young person's respect and trust;

- Understand how young person's previous experiences and present emotions can be communicated through behaviour and have the competence and skills to interpret these and develop positive relationships with young person;
- Are provided with supervision and support to enable them to understand and manage their own feelings and responses to the behaviour and emotions of the young person;
- De-escalate confrontations with or between young people, or potentially violent behaviour by a young person;
- Understand and communicate to the young person that bullying is unacceptable; and
- Have the skills to recognise incidents or indications of bullying and how to deal with them; and
- That each young person is encouraged to build and maintain positive relationships with others.

The young person should be supported to understand how to build friendships with other young people. Staff should understand and help the young person to understand what makes a healthy, nurturing relationship. Staff should be skilled in understanding the range of influences that friendships can have and should encourage those with a positive impact and discourage those with a negative impact. Staff should be skilled to recognise the signs and provide support to the young person in danger of or involved in exploitative or damaging relationships with others and where possible prevent these types of relationships.

In the case of young person who have, or are likely to, sexually offend, the provision should establish the extent to which friendships can be supported, in line with the young person's relevant plans and subject to the safety of all concerned.

2. Positive Behaviour Support

The Therapeutic Education service is committed to a holistic approach that draws on established theoretical bases, research, best practice and guidance in order to promote and develop positive behaviour.

Homes and Horizon's approach to behaviour support:

- Aims to create a safe, caring environment where young people are supported to develop understanding and empathy towards **each other**.
- Ensures that all young people have opportunities to become confident and achieve their full potential;
- Encourages the young person's consultation and participation in setting rules and consequences;
- Ensures that all young people have clear expectations in relation to their behaviour, are supported to understand and to develop alternative positive approaches to challenges within their lives;
- Ensures that all young people understand how positive behaviour is recognised and rewarded;
- Ensures that all young people are supported to understand the consequences of negative behaviour;
- Ensures that all staff understand and share the principles of positive approaches to behaviour;

- Accepts the individuality of young person and young person and celebrates the diversity of their backgrounds.

The quality of relationships between professionals, staff caring for the young person, the young person and their parents (as appropriate) is crucial to this approach.

The Therapeutic Education service promotes positive behaviour and aims to create an environment where the young person feels secure and valued. Staff are encouraged to recognise and support positive behaviour, de-escalate conflicts and teach the young people how to reflect upon and repair behaviours or actions displayed.

The provision recognises that many of the young people in our care have experienced trauma, which will have a significant impact on how they respond to and contextualise the world they are living in. We recognise that a young person may display challenging behaviour as a means of communicating and that they may not understand the effect of their behaviour on others. It is the responsibility of all staff to act as positive role models and to support the social, emotional and behavioural development of each young person to enable them to form positive relationships and to take their place in the wider community. **Staff receive training on the trauma recovery model and the system is trauma informed.**

Staff play an important part in the day-to-day life of a young person and will be trained and supported in establishing positive relationships with young people and in managing behaviour, including behaviour which may be challenging at times.

Staff training on behaviour management techniques and strategies will enable them to achieve and develop a more positive relationship with the young people and a more harmonious life and will enable each young person to feel good about themselves. The development of safe, stable and secure relationships with staff in the Homes and Therapeutic Education setting is central to the ethos of Homes and Horizons and supports the development of secure attachments that, where appropriate, persist over time.

The capacity and competence of staff to build constructive, warm relationships with young people that actively promote positive behaviour, provides the foundations for managing any negative behaviour. Where positive relationships exist between a young person and staff, this should be respected and maintained as far as possible when making any decisions to alter staffing arrangements. Senior leaders should respond to young person's views about changes to staff and be aware of the potential impact this may have for the young person's stability and emotional well-being.

Positive behaviour and relationships should be reinforced, praised and encouraged; poor behaviour should be challenged and discussed.

Staff should at all times endeavour to:

- Understand factors that affect a young person's motivation to behave in a socially acceptable way to enable them to respond to each young person's individual behaviour;
- Encourage an enthusiasm for positive behaviour through the use of positive behaviour strategies in line with the young person's relevant plans;
- Listen to and empathise with the young person, respect their thoughts and feelings and take their wishes into consideration;
- Look for things that are going well, or any step in the right direction, and appropriately reward it;
- Use rewards in a creative and diverse way, specific to a young person's needs, capabilities and interests. This may mean that the young person is rewarded with activities or rewards that they enjoy. But all 'tangible' rewards should be accompanied by use of 'non tangible' encouragement and support – by staff demonstrating to young

person that they have done well. Such 'non tangible' rewards include smiling and praising young person;

- Make sure that the young people are aware of the things that they have done well. This should involve prompt verbal feedback, along with clear recording in the young person's records. All 'tangible' rewards should be clearly identified;
- Where necessary, manage conflict, maintain constructive dialogues and react appropriately if challenged by a young person in their care.

The PACE Model can help staff work successfully with young people.

PACE stands for:

The PACE Model

Playfulness	Using a light-hearted, reassuring tone – similar to parent-infant interactions – to creating an atmosphere of safety and reassurance where no one feels judged and your young person feels able to cope with positive feelings.
Acceptance	Acceptance is about actively communicating that you accept the feelings, thoughts and internal struggles that are underneath the young person's outward behaviour. It is not about accepting the behaviour itself but helping to teach the young person to not feel ashamed by their inner turmoil.
Curiosity	Curiosity, without judgement, is how we help young person become aware of their inner life. It's about wondering out loud without necessarily expecting an answer in return. Phrases like "I wonder if"..." will help the young person to put a name to their emotions and thoughts.
Empathy	Feeling a young person's sadness or distress with them, being emotionally available to them during times of difficulty shows the young person that they are not alone and that the adult are strong enough to support them both through it.

(Sometimes 'L' for Love is included, making PLACE).

3. General Principles for Behaviour Management

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

4. Therapeutic Education Planning

Before a young person **joins the** Therapeutic Education provision, the placing authority will provide information on the following as part of the planning process:

- Any previous challenging behaviour (including violence and aggression);
- A description of the behaviour, including any triggers so staff can identify whether there are any patterns of behaviour.

Staff should also ascertain the following:

- What intervention strategies have been used to manage the behaviour?
- What interventions had positive outcomes?
- What interventions triggered further acts of aggression or violence?
- Whether additional specialist support (e.g. from CAMHS) is required.

The provision will work closely with the placing authority to understand the young person's relationship and education history and the impact that the young person's arrival may have on the group currently in the provision.

The Homes staff will work closely with health and education professionals to ensure that outcomes identified and progress made by young person in building relationships and achieving socially acceptable behaviours can be recorded and measured.

5. Risk Assessment

The Leadership Team should:

- Ensure all staff are provided with training on how to de-escalate conflict and confrontation and manage aggression and potentially violent behaviour (see [Use of Restraint and Physical Intervention Procedure](#));
- Undertake and share written risk assessments and develop strategies for managing any challenging behaviour in individual cases.

The young person's educational passport should outline strategies for managing and promoting positive behaviour. All young people will have a detailed 'Positive Behaviour Support Plan'

6. Managing Challenging Behaviour and De-escalation of Conflicts

Homes and Horizon's approach to positive behaviour support ensures that:

- The Homes and Therapeutic Education provision provides an environment and culture that promotes, models and supports positive behaviour. Expectations of standards of behaviour are high for all staff and young people in the provision
- Young people are enabled to build trusted and secure relationships with adults who are looking after them. Staff, who know the young person well, listen to them, invest time in them, protect them and promote their welfare. Young people are enabled to develop an appropriate sense of permanence and belonging.
- The care and help from staff enables young people to develop a positive self-view and to increase their ability to form and sustain attachments and build emotional resilience and a sense of their own identity. This care and help also help them to overcome any previous experiences of neglect and trauma.

- All staff receive training in positive care and support of young person, including training in de-escalating problems and disputes. Conflict management is used effectively by staff and includes the appropriate use of restorative practices that improve relationships, increase young people's sense of personal responsibility and reduce the need for formal police intervention and what would be formal exclusions in Education settings.
- Young people are encouraged and helped to develop skills and strategies to manage their own conflicts and difficult feelings through developing positive relationships with staff. There are clear, consistent and appropriate boundaries for the young person.
- Young people receive help and support to manage their behaviour and feelings safely. Staff respond with clear boundaries about what is safe and acceptable and seek to understand the triggers for behaviour.
- Positive behaviour is promoted consistently. Staff use effective de-escalation techniques and creative alternative strategies that are specific to the needs of each young person and planned in consultation with them where possible.
- Staff receive support on how to manage their responses and feelings arising from caring for young people, particularly where a young person displays very challenging behaviour, and understand how young person's previous experiences can manifest in challenging behaviour.

Promoting positive behaviour is more productive than using punitive measures as young person are more likely to learn to self-regulate their behaviour with positive feedback such as:

1. Communicating verbally "well done, I am proud of you";
2. Opening communication by encouragement "Talk to me, I am listening"; or
3. "Can you try to explain to me how you are feeling at the moment";
4. Encouraging body language;
5. Acknowledging positive responses;
6. Discussion in key worker/ intervention session;
7. Acknowledgement of positive behaviour; sharing positive outcomes of others;
8. Phone call or e-mail to significant others / Social Workers informing them specifically of some action or achievement deserving praise;
9. Positive feedback from our partners; (schools, work experience, clubs, friends, police and YOT.);
10. Photos or Certificates evidenced within personal space.

Each young person may have their own individual tokens or reward chart to help to promote positive behaviour and evidence achievements at the home or at the Therapeutic Education provision.

7. Understanding each individual young person

It is important that all staff and especially key workers have a clear understanding of the background and circumstances affecting each young person as this will enable them to identify and understand factors affecting individual behaviour. Staff receive training on the initial training course and during the physical intervention package (Safe and Sound) around the trauma young person may experience and the importance of how this trauma can affect staff managing positive behaviour. Staff complete **trauma informed** training as part of their ITC.

Specific high-risk behaviours will be recorded on the young person's Pupil Passport, providing detailed information on a specific behaviour/concern and how this will be managed.

8. Consequences and Sanctions

Any consequences and sanctions used to address poor behaviour should be restorative in nature, to help a young person recognise the impact of their behaviour on themselves, other young people, the staff caring for them and the wider community. In some cases it will be important for the young person to make reparation in some form to anyone hurt by their behaviour and the staff in the provision should be skilled to support the young person to understand this and carry it out.

Equally, staff should understand the system for rewarding and celebrating positive behaviour and recognising where young person have managed situations well.

8.1 Guidance on use of Sanctions

Sometimes, young people present behaviours that are difficult. Because of their experiences, some behaviours can be worrying, confusing, upsetting and challenging. Any action that constitutes a sanction should be proportionate, measured, not harsh and logical. Sanctions should be the last resort. They must work for the young person and be young person-focused. Staff should work from a therapeutic or PACE framework to support the young person or young person.

8.2 Non-Approved Sanctions

The following sanctions are non-approved, which means they may never be imposed upon young person:

- Any form of corporal punishment; i.e. any intentional application of force as punishment, including slapping, punching, rough handling and throwing missiles;
- Any measure of control, restraint or discipline which is excessive or unreasonable. Restraint is used on a young person only where it is necessary to prevent injury to the young person or other persons, or serious damage to property.
- Any sanction relating to the consumption or deprivation of food or drink;
- Any restriction on a young person's contact with their parents, relatives or friends; visits to the young person by their parents, relatives or friends; a young person's communications

with any of the persons listed below; or their access to any telephone helpline providing counselling or advice for young person. This does not prevent contact or communication being restricted in exceptional circumstances, where it is necessary to do so to protect the young person or others:

- Any officer of the Young person and Family Court Advisory and Support Service appointed for the young person;
 - Any social worker for the time being assigned to the young person by their placing authority;
 - Any Independent Visitor;
 - Any person authorised by the Regulatory Authority;
 - A solicitor or other adviser or advocate acting for the young person;
 - An Independent Visitor appointed for the young person;
 - A person appointed to investigate a complaint under the Young person Act 1989 Representations Procedure (England) Regulations 2006;
 - An independent person conducting a Regulation 44 visit.
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- Any requirement that a young person wear distinctive or inappropriate clothes;
 - The use or withholding of medication or medical or dental treatment;
 - The intentional deprivation of sleep;
 - The modification of a young person's behaviour through bribery or the use of threats;
 - Any sanction which may humiliate a young person or could cause them to be ridiculed;
 - The imposition of any fine or financial penalty, other than a requirement for the payment of a reasonable sum by way of reparation. (The court may impose fines upon young person which staff should encourage and support them to repay);
 - Any intimate physical examination of a young person;
 - The withholding of aids/equipment needed by a disabled young person;

- Any measure which involves a young person in the imposition of any measure against any other young person; or the sanction of a group of young person for the behaviour of an individual young person;
- Swearing at the young person or the use of foul, demeaning or humiliating language or measures.

(Note that this does not prohibit the taking of any action by, or in accordance with the instructions of, a registered medical practitioner or a registered dental practitioner which is necessary to protect the health of the young person; or taking any action that is necessary to prevent injury to any person or serious damage to property).

8.3 Approved Sanctions

Sanctions should be proportionate and be applied with the consideration of how effective they will be with the individual young person or young people.

Acceptable sanctions may include:

- Reparation, involving the young person doing something to put right the wrong they have done; e.g. repairing damage or returning stolen property;
- Restitution, involving the young person paying for all or part of damage caused or the replacement of misappropriated monies or goods. No more than two thirds of a young person's pocket money may be taken in these circumstances if the payment is small and withdrawn in a single weekly amount. Larger amounts may be paid in restitution but must be of a fixed amount with a clear start and end period. If the damage is serious or the size of payment particularly large then the young person's social worker should be informed of the matter (this must be discussed with the young person's social worker and agreed);
- Reflection, completing a session of reflection and discussing what they may feel is an appropriate consequence to their actions.

There will be occasions where a young person's Positive Behaviour Support Plan and Pupil Passport is reviewed and certain items, equipment or activities are re-assessed and restricted for a period of time due to the nature of the behaviour previously displayed.

9. Follow Up After an Incident

Whenever an act of violence or aggression has occurred, Senior Leaders should ensure that both staff and the young person concerned are allowed to discuss the incident and its impact on themselves and others in the group. All involved should be offered the opportunity to reflect, attend a de-brief and complete reflective journals. The young person should not be de-briefed by anyone involved in the event.

Senior Leaders should:

- Undertake a review and make necessary changes to internal policies, routines and young person's Positive Behaviour Support Plan to help with reducing or preventing incidents from occurring in the future;

- Discuss with staff how they dealt with the situation and, if required, how they could deal with the situation differently in the future.
- Collate data emanating from incidents and periodically undertake a review. The policies, training strategies, routines and methods for promoting positive behaviour amongst young people should be revised as required.