

## Supporting Positive Behaviour Policy

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## **1. Introduction**

- 1.1 This policy is for all NDCS staff and volunteers working with children and young people. The policy and accompanying procedural guidance outlines NDCS expectations of behaviour during activities and highlights how NDCS staff and volunteers can support and promote positive behaviour on events and activities.
- 1.2 This policy applies to both the NDCS holiday and activity scheme and non-regulated activities.

## **2. Background**

- 2.1 NDCS is committed to providing a challenging, engaging and inclusive activity programme for all deaf children and young people and hearing siblings.
- 2.2 Whilst each team organising activities with children and young people have their own aims and objectives for their activities they will all:
  - a) Engage deaf children and young people in positive social, recreational, sporting, cultural or educational activities that provide opportunities for participants to:
    - Learn new skills.
    - Develop confidence and self esteem.
    - Express themselves.
    - Meet and build peer groups with other children and young people with similar and/or different methods of communication, equipment and additional needs to themselves.
    - Meet and engage with positive role models – NDCS staff, volunteers and activity providers.
    - Challenge their perceptions of what they can and can't do.
  - b) Encourage participation of deaf children and young people who find it difficult to access other youth provision either because of their deafness, additional needs, social skills or family circumstances.
- 2.3 Deaf children and young people reflect a diversity of need found within society and their hearing peers. In practice this means that children with a wide range of needs and difficulties will access NDCS activities.
  - a) These needs might include difficulty in managing behaviour, some of which, but not all, may be associated with their deafness or difficulty with communication.
  - b) Some children will have other needs, additional to their deafness which can have an impact on how they see the world and therefore behave. These additional needs may include learning difficulties, autism spectrum disorder, visual impairments, physical limitations or emotional difficulties.

### 3. Key Aims

3.1 The purpose of this policy is to:

- Maintain the individual's dignity
- Maintain the safety of all children attending events
- Maintain the safety of all staff, volunteers and members of the public
- Support children to behave appropriately with encouragement, praise and positive messages.

### 4. Principles of Policy

- 4.1 Creating, maintaining and reinforcing positive behaviour in all children and young people that attend NDCS activities is a priority, whether the children are deaf or a hearing sibling or whether they have additional needs. Our approach to promoting positive behaviour is universal (all activities and events should promote positive behaviour), but the strategies for managing behaviour may be different for children and young people with different needs
- 4.2 All children need to know what behaviour that is expected from them in order to ensure that all children are able to get the most out of the activities and opportunities available as a cohesive group.
- 4.3 NDCS is committed to creating an environment in which all deaf children and young people can flourish, feel safe and have access to a wide range of activities.
- 4.4 The supporting positive behaviour policy is based on the following basic principles and in accordance with the Residential Holiday Schemes for Disabled Children (England) Regulations 2013:
- a) Children have a right to feel safe and secure.
  - b) Children are respected and valued as individuals.
  - c) Children have a right to be protected from any form of behaviour which endangers or threatens their physical or emotional well being.
  - d) Children have the right to be accepted for who they are.
  - e) Children and young people will be treated in an age appropriate manner.
  - f) Children should only be accepted onto the NDCS holiday and activity scheme and non-regulated activities when staff are confident that they can adequately meet their support needs and appropriate individual support plans have been undertaken.
  - g) Staff and volunteers have the right to work in a safe environment and not be placed in situations which they are unable to manage safely or for which they have not received training.
  - h) NDCS will not deprive a child or young person of their liberty without the appropriate legal authorisation.
  - i) NDCS does permit the use of appropriate sanctions as a way of confronting the consequences of a child or young person's actions and providing an incentive to reflect on and change behaviour. Sanctions may be used by staff and volunteers only when they have provided an opportunity for children to change their behaviour as per the procedural guidance.

Sanctions must be:

- Proportionate and appropriate to the unacceptable behaviour
  - Relevant to age and/or understanding
  - Realistic, enforceable and achievable
  - Timely – applied as soon as appropriate after the behaviour
- j) A restrictive physical intervention<sup>1</sup> or ‘restraint’ will only ever be performed when the physical safety of children, staff, volunteers or members of the public is at significant risk. Restrictive physical interventions will be proportionate, use minimum impact and be for the minimum possible time.
- k) NDCS does not permit the use of restrictive physical intervention or ‘restraint’ to be used in a punitive manner. Nor should it be used to deal with non compliance.

## **5. Behaviour which Challenges**

5.1 There are many behaviours children can display which will challenge the adults supporting them. This list is not exhaustive but may include:

- a) swearing
- b) screaming
- c) spitting
- d) non compliance
- e) stealing
- f) biting
- g) hitting
- h) kicking
- i) hair pulling
- j) absconding
- k) scratching
- l) self injurious behaviour such as head banging, scratching or biting self
- m) sexual behaviour in public such as masturbating
- n) destruction of property
- o) bullying

## **6. Supporting Positive Behaviour**

6.1 Supporting positive behaviour is a term which encompasses all aspects of supporting children to behave well and will include:

- a) Ensuring information about the child is collated prior to the event and individual support plans are completed for each child attending.
- b) Where a child’s support needs indicate that they require specific behaviour support (rather than a universal approach) we will ensure behaviour support plans and individual risk assessments are completed. This may involve asking other agencies that are involved with the child e.g. school, social workers etc.,

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<sup>1</sup> Restrictive Physical Intervention (RPI) - “an application of force to prevent movement”.

- for advice on strategies used in their settings. Setting and maintaining clear boundaries.
- c) Giving praise and encouragement for appropriate behaviour and efforts made regardless of outcome.
  - d) Employing methods designed to avoid the incidence of challenging behaviour.
  - e) Redirecting children away from situations which are likely to trigger such behaviour.
  - f) The use of agreed programmes such as time out away from the situation in order to manage negative behaviour with minimum disruption to others.
  - g) In exceptional situations, the application of physical intervention. In these situations, the minimum restraint required will always be applied for the shortest possible duration.

## **7. Communication**

- 7.1 A premise of this policy is that children can be supported to behave appropriately or more appropriately, even when there is a history of behaviour which challenges. The role of NDCS staff and volunteers is to create an environment in which children and young people feel safe and able to communicate their needs, preferences and frustrations.
- 7.2 Communication is one of the most important ways in which we control our environment, influence and interact with others. Many children and young people that attend NDCS events often rely on facial expressions, body language and behaviour to communicate. Some behaviour that is seen as challenging may arise because little attention is being given to needs such as communication. It should never be assumed that certain behaviours are just part of a child's deafness or disability. It is important to try to understand what the behaviour being displayed means, such as checking that the communication being offered for the group is appropriate, that members of the group can communicate with each other (whether oral, BSL or SSE users), checking for any possible health causes or making changes to the environment (i.e. too hot/cold, noisy etc). Having access to good communication and being able to interact with others and communicate effectively may be helpful in reducing or preventing challenging behaviour.
- 7.3 It is important that information is gathered about how individual children communicate to ensure that measures are taken to meet these communication needs. This will lessen the likelihood of children becoming frustrated and resorting to the use of inappropriate behaviours. Additionally, many children with multiple sensory impairment, learning or physical difficulties, autism spectrum disorder or emotional problems will use communication methods which may be unfamiliar to staff and volunteers such as Alternative and Augmentative Communication (AAC) such as symbols and picture packages. Communication should be individual to the child or young person and staffing resources should be allocated to meet the child's preferred communication method.
- 7.4 It is important to remember that some children will demonstrate inappropriate behaviours as a way of communicating their likes or dislikes of a particular situation or person.

## **8. Reducing the Potential of Challenging Behaviour Occurring**

- 8.1 The most effective way to manage inappropriate behaviour is to reduce the potential for it to occur. This relies on good communication, redirecting children away from situations they feel unable to manage, recognising initial indications that a child is becoming upset or frustrated, and recognising and avoiding the triggers which might prompt the behaviour.

## **9. Positive Behaviour**

- 9.1 All children need to feel they are able to achieve and enjoy, regardless of their difficulties or any additional needs they may have. Children should be supported to succeed, in whichever activities they undertake, to whichever level is appropriate.
- 9.2 Focus should always be on what the child can do rather than what is not possible for them. However they should be encouraged to attempt fresh challenges with support and any progress made, however limited, should always be met with praise and celebration. Likewise, any displays of appropriate behaviour should be recognised and rewarded.
- 9.3 Keeping the emphasis on positive behaviours should reduce the risk of the child feeling the need to engage in negative behaviours. The use of reinforcements such as stickers, star charts or others should be used where appropriate, particularly if that is a system with which the child is familiar. These reinforcements may be effective for some young people but it is important to find what works for individuals and to be aware that any reward system should be appropriate to the young person's age and understanding.

## **10. Managing Inappropriate Behaviours**

- 10.1 Even with the best measures in place, there may be occasions when children display behaviours which challenge. Those supporting them should remain calm and ensure that any response is proportionate. The child should be asked to refrain from the behaviour, and should always be given a way to do so which doesn't cause embarrassment or humiliation.
- 10.2 If the behaviour stops, the child should be praised and encouraged.
- 10.3 Where the behaviour continues, efforts should be made to divert the child and engage him or her in a more appropriate activity. Strategies with which the child is familiar may be employed, such as time out away from the situation.
- 10.4 If the child's behaviour is putting others at risk, the area should be made safe in whichever way is quickest and most effective. This may mean removing children and adults or objects such as furniture items.
- 10.5 If a child is putting him/herself or others at risk of actual harm or significant injury, it may be necessary for an adult to physically intervene. This procedure should only ever be conducted within the following guidelines:

- a) The situation must warrant a response to ensure the safety of the child or others. This means the behaviour must present a danger to the child or those around him or her.
- b) Only adults who have been trained to the appropriate level, usually by NDCS accredited trainers will undertake any form of restraint unless failure to intervene could result in harm to the child or others.
- c) However, there will be adults who have received behaviour management training in other child care or education settings such as a school, short break unit or children's home in the last 24 months which is BILD accredited. Where NDCS have approved this training, and where there is no conflict with the NDCS accredited training, it will be appropriate for those adults to undertake physical interventions.
- d) Only methods in which the adult has been trained in and meet NDCS policy and procedural guidance will be employed.
- e) The use of minimum restraint for the shortest duration which still ensures safety will always be adopted.
- f) The child will be supported and reassured following any incident and offered medical assistance from the onsite First Aider or external medical professional.
- g) If a restrictive physical intervention is required this must be agreed upon and conducted by a minimum of two adults. If the child/young person has specific communication needs consideration should be given as to which staff would be most appropriate to conduct the intervention. Details of the restrictive physical intervention must be recorded within 24 hours of the incident following the procedural guidance.

## 11. Removal of a child from an event or activity

- 11.1 Despite the efforts of staff and volunteers to manage and redirect inappropriate behaviour, there may be instances when a child displays extreme behaviour over a period of time. Where this is the case, the staff in charge of the event or activity may believe it is necessary for the child to be removed.
- 11.2 If the sustained nature or severity of the behaviour is such that the staff in charge believes the safety or well being of the child or others is compromised, he/she retains the authority to ask the child's parents or carers to collect the child from the event. This would only be done in consultation with other staff and volunteers and where there were real concerns **about the risks to the child or others**. Some examples of such behaviour might include:
- Recurrent episodes of violence towards others
  - Sustained incidents of self-injurious behaviour
  - Continued attempts to abscond, putting either self or others at risk.
  - An episode of severe violence.
- 11.3 It will be the responsibility of the person in charge to assess the situation and the risks involved and to take the appropriate action to have the child collected. . This decision will be made in conjunction with the Registered Manager at regulated events / line manager (Safety coordinator out of hours) for other events.

## **12. Scope**

12.1 This policy applies to all staff and volunteers working on behalf of NDCS.

## **13. Supporting Documentation**

13.1 Supporting documentation includes:

- a) NDCS document - Guidance for Safer Working Practice for Adults who Work with Children and Young People.
- b) NDCS Child Protection Policy, Procedure and Guidance – July 2013
- c) Individual risk assessment forms.
- d) Additional needs assessment forms.
- e) Procedural guidance for supporting positive behaviour in all children and young people attending NDCS events.
- f) BILD Code of Practice (Third Edition).
- g) NDCS Bullying Policy

## **14. Roles & Responsibility**

14.1 Specific responsibilities include:

- a) CYP Team and Operations Team – compliance with the policy and associated procedures.
- b) Registered Manager – monitor compliance with the policy and associated procedures in relation to regulated activities
- c) Executive Director Children Young People and Families (also Individual Responsible Person) – to disseminate and review the policy in partnership with the relevant CYPF team members.