**YOUNG FOUNDATIONS**

**BEHAVIOURS THAT**

**CHALLENGE POLICY**

**YOUNG FOUNDATIONS LIMITED– CHILDREN’S HOMES & SCHOOLS**

**PROCEDURES**

**TITLE: BEHAVIOURS THAT CHALLENGE ISSUE 7: February 2020**

**COMPILED BY: POLICY TEAM REVIEW DATE: May 2022**

**OVERVIEW:**

**THIS POLICY IS TO BE READ IN CONJUNCTION WITH EACH CHILD’S ONE PAGE PROFILE AND PERSONAL RISK ASSESSMENT**

Even in a well-structured home or school there will be times when young people will present challenging or aggressive behaviour. Staff need to appreciate and understand that young people can often feel anxious and distressed and need to feel accepted, although their behaviour may often disguise this fact. Anxiety can produce anger and aggressive behaviour and staff need to be aware of these reactions and respond appropriately to the needs of a distressed and unhappy young person.

Staff teams should aim to limit the need for crisis intervention by anticipating and managing challenging behaviour, wherever possible, by planning and coordinating responses in a cohesive and consistent manner.

When a young person presents changes in behaviour which are concerning this must be addressed immediately by the staff team involving the social worker and clinical team.

Co-ordinated methods of managing the behaviour should be decided and/ or changes made to their Care Plan to meet the needs of the young person more effectively.

In these situations, the staff team need to understand the underlying causes of the behaviour and be clear on the approach which it has been decided upon to manage this.

The young person’s parents and social worker must be kept up to date with any problem behaviour and the responses of the staff involved.

Seriously disruptive behaviour from a young person may cause the staffing ratios to be temporarily re-assessed.

When a member of staff has a particular problem relating to a young person, because of their behaviour, this should not be viewed as failure on their behalf and ways of managing this must be considered in supervision sessions.

**Practice Checklist:**

This checklist provides a brief outline of action which staff may wish to take when facing challenging behaviour. However, this is not intended to replace either training or the development of a consistent team approach. It may be a basis for discussion amongst team members or supervision.

* Challenging behaviour is invariably a symptom of underlying problems which need to be addressed.
* It is normal for young people to challenge adults.
* Do not label any young person as a problem – the label itself can become the problem.
* Base practice on mutual respect.
* Use rewards for good behaviour because when these are offered regularly, disapproval has more impact.
* Ensure young people understand what behaviour is acceptable and what is not and what their rights and responsibilities are.
* Regularly involve young people in discussing their placement and plans so issues can be resolved before they develop into a crisis.
* Know what works best for each individual young person.
* Know what works best for you.
* Be aware of the warning signals.
* Make sure any criticism/ discussion focuses on the young person’s behaviour and does not insult them personally.
* Do not insult or humiliate the young person.
* Do not patronise or talk down to the young person.
* Use humour but take care not to humiliate.
* Address the young person by name.
* Make your expectations clear, use clear simple language – no jargon.
* Check that the young person has understood what you have said.
* Lower your voice.
* Keep calm.
* Do not engage in any angry argument.
* Be aware of your own feelings.
* Allow the young person some space.
* Allow the young person some thinking time.
* Do not be afraid to step back when appropriate.
* Do not be afraid to admit you are not the best person to deal with the situation, be prepared to ask someone else to step in if appropriate.
* If necessary divert attention from the problem until you are better able or equipped to deal with the behaviour.
* When a group is proving difficult, identify individuals, and separate the individual from the group or the group from the individual.

**If a Situation Escalates:**

* Remain calm.
* Appear relaxed, in control.
* Do not adopt a confrontational stance.
* Do not cower or appear threatened.
* Do not make threats.
* Remember challenging behaviour is sometimes best confronted when events have calmed down.
* Do not allow yourself to be drawn into a confrontation.
* Sometimes turning away or sitting down during face-to-face confrontation can diffuse a situation.

**After an Incident of Challenging Behaviour:**

* Remember these incidents are stressful for everyone involved.
* After an outburst, it is unrealistic to expect a young person to return to “normal” immediately.
* Once the situation calms, the member of staff involved should be replaced so that the young person can talk through what happened.
* Staff involved should talk through what happened with a colleague or line manager.
* Appropriate detailed recording of the incident should be completed as soon as possible by the member of staff and the young person.
* Staff and young people should be given the opportunity to discuss the events when appropriate and record this on the debrief form.

Young Foundations has researched several models of positive and protective handling strategies for young people and feel that the most appropriate model to use in relation to the young people that will be placed with Young Foundations is MAPA/PPR, a non-restrictive approach to intervention that can be adapted to solve and respond to different circumstances.

**Promoting Good Behaviour Amongst Students:**

In all instances the following documentation and associated links have been used as guidance in creating this policy:

‘**Behaviour and discipline in schools’**

Advice for Headteachers and school staff February 2014

‘**Mental health and behaviour in schools’**

Departmental advice for school staff June 2014

‘**Use of reasonable force’**

Advice for Headteachers, staff and governing bodies July 2013

Young Foundations seeks to provide a caring, secure, stimulating and flexible learning environment which serves to provide every student, through success and achievement, the health, safety and engagement opportunities needed to thrive. We aim to prepare our young people for adulthood through the teaching of skills and attitudes which will enable them to participate fully in society and give them the foundations to become lifelong learners. In order to achieve this

1. The school provides a climate in which each student is able and willing to learn.
2. Teaching in the school is of a high quality.
3. The staff of the school work together as a team.
4. The school has adequate resource and an efficient administration.

The purpose of this policy is to clarify the expectations the school has for the behaviour and conduct of all members of the school community.

**Standards of Behaviour:**

At a Young Foundations school we understand and believe that behaviour is a form of communication. Different people communicate different messages through various behaviours.

The messages communicate a number of underlying needs. This policy should be read in conjunction with other relevant Young Foundations policies:

· School Rules and Expectations

· Behaviour Management

· Anti-bullying Policy

It is our aim to listen closely to the messages communicated and to meet the various and complex needs of our students. We endeavour to provide an atmosphere of mutual trust in which this aim can be met.

We all have specific roles and responsibilities that should ensure trust is encouraged throughout the school. When trust is built up and embedded, respect will follow.

Well planned and engaging lessons are important in motivating students and lessening the likelihood of disruptive behaviour. Ultimately, fostering positive and respectful relationships between all members of the school community is seen as crucial to ensuring high standards of behaviour.

**Rules and Expectations:**

We are all accountable for our behaviour and must always consider the effect our actions may have on others. The Young Foundations School is a community and as such, we all have to accept that things are fundamentally right about the way we treat each other, both within and out of the classroom.

As a community we must be aware of the effect our behaviour has on others, as it is the responsibility of each member of our community to protect and respect the rights of all. In order for this to happen, the Young Foundations schools have to have rules and expectations in place as a safeguard, protecting the rights of all.

The Young Foundations schools will ensure that the rules and expectations in place concerning students will:

· Be kept to a necessary minimum

· Be positively stated

· Actively encourage all involved to take part in their development

· Have a clear rationale and be made explicit to all

· Be consistently applied and enforced

· Promote the value that every member of the school has responsibilities towards the whole community.

**Responsibilities:**

All staff and Directors are responsible for applying the school’s Behaviour Policy and Procedures fairly and consistently, ensuring equality of opportunity for all students and recognising their special needs. As role models for students, staff model high standards; being punctual, preparing lessons and resources thoroughly and remaining professional in their dealings with students, colleagues, parents and other members of the community

Students are responsible for their own behaviour and for adhering to our school’s expectations. They are expected to be polite and respectful to all staff and students; to allow learning to take place; to wear their school uniform correctly; to arrive in lessons ready to learn; and to treat all property and surroundings with respect.

Parents/ carers are responsible for supporting the good behaviour and high expectations of the school. They are encouraged to always work in partnership with the school to ensure the best possible outcomes for all students.

**Special educational needs and challenging behaviour:**

Persistent mental health difficulties may lead to pupils having significantly greater difficulty in learning than the majority of those of the same age.

The SEND Code of Practice. This states:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

* has a significantly greater difficulty in learning than the majority of others of the same age, or
* has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions
* For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers**.**

A wide range of mental health problems might require special provision to be made. These could manifest as difficulties such as problems of ‘Behaviour that challenges’ and mood (anxiety or depression), problems of conduct (oppositional problems and more severe conduct problems including aggression), self-harming, substance abuse, eating disorders or physical symptoms that are medically unexplained. Some children and young people may have other recognised disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD), attachment disorder, autism or pervasive developmental disorder, an anxiety disorder, a disruptive disorder or, rarely, schizophrenia or bipolar disorder.

Where a Young Foundations school has identified that a pupil needs extra support to learn, this means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. It may take the form of additional support from within the setting or require the involvement of specialist staff or support services.

Where more specialist provision is required, Young Foundations schools have support from local health partners and other organisations. Additionally referrals to Child and Adolescent Mental Health Services (CAMHS) are made where appropriate.

All Young Foundations students will either be transferred to or already have a EHC Plan (Education, Health and Care plan) that identifies the needs of the individual and the support strategies for managing behaviour that challenges. The SEND Code of Practice sets out the steps that schools should take in identifying and meeting special educational needs.

**The Use of Reasonable Force and Restraint**

It cannot be stated too often that when working with Challenging Behaviour, interventions of any nature should be: in the best interests of the child**, reasonable, proportionate and necessary**

**Using reasonable force – the legal position (Use of Reasonable Force Advice for Headteachers, staff and governing bodies)**

What is reasonable force?

1. The term ‘reasonable force’ covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pup8il to safety by the arm through to or extreme circumstances such as breaking up a fight or where a student needs to be retrained to prevent violence or injury.
3. ‘Reasonable in the circumstances’ means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil’s path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Section 93 of the Education and Inspections Act 2006 enables all school staff to use reasonable force to prevent pupils from:

1. Committing a criminal offence (or for a pupil under the age of criminal responsibility, what would be an offence for an older pupil).
2. Causing personal injury or damage property: or

**During School only**

1. Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

The staff to whom this power applies are:

1. Any member of staff at the school
2. Any other person whom the head has authorised to have control or charge of the pupils. This can also include people to whom the head has given temporary authorisation to have control or charge of pupils such as unpaid volunteers (for example parent accompanying pupils onn school organised trips) agency staff with appropriate training and
3. Does not include any pupils

The power may be used where the pupil (including a pupil from another school) is on the school premises or elsewhere in the lawful control or charge of the staff member (for example on a school visit). (DCSF – The Use of Force to Control or Restrain Pupils- 2010)

Reasonable force may also be used in exercising the statutory power, introduced under Section 45 of the Violent Crime Reduction Act 2006 (and re-enacted by Section 242 of the ASCL Act 2009), to search pupils without their consent for weapons. This search power may be exercised by head Teachers and staff authorised y them where they have reasonable grounds for suspecting the pupil has a weapon, force may be used by the searcher. Where resistance is expected school staff members may judge it more appropriate to contact the police. From September 2010 the power to search pupils without their consent has extended to include alcohol, illegal drugs and stolen property (‘prohibited terms’)

(DSCF – The Use of Force o Control or Restrain Pupils – 2010)

**Role of the Trustee Body**

The Trustees remain focussed on the effectiveness of the school in working safely with and reducing children’s challenging behaviours. They have received training in Safe Hold and review this policy annually. Trustees should not become involved in physical restraint.

**Role of the Management Team**

**Authorisation of staff to use Safe Hold**

Staff at Stepping Stones are trained in Safe Holding at a level appropriate to their job description.

Authorisation is given to staff to use the techniques including in their training as indicated in their training records.

**Monitoring Incidents, Use of Reasonable Force and Restraint.**

All incidents of use of reasonable force and restraint are logs via Rivo and transferred onto a weekly tracking sheet.

Records should:

* Be completed after everyone has recovered but within 24 hours
* Use the systems, structure and pro forma identified by Rivo
* Be factual and objective
* Be signed and dated (electronically)
* Inform One Page Profile for relevance to strategies
* Debriefs will be held if anyone is injured, child or adult requests one.
* In all incidents of restraint the child should be given the opportunity to go through the incident with a staff member & keyworker.
* Restraints are monitored weekly by Head of Education/Senior Staff member and termly by the Trustees.
* The LADO is consulted where the use of restraint becomes a concern.

All records are archived along with current policy and guidance.

**Role of Staff**

* Only use reasonable force/restraint if it is in the best interests of the child, reasonable, proportionate and absolutely necessary
* Only reasonable force/restraint if a child is in danger of hurting her/himself, yourself or another person, causing non-trivial damage to property, **or only if in school**, seriously disrupting other children.
* Only use reasonable force/restraint if other forms of intervention have been tried and preventative steps are unsuccessful. These may include talking, behaviour strategies agreed in the Learning Journey, comforting, calming, withdrawing yourself from the situation.
* Remember reasonable force/restraint are defensive protective techniques. They should never be used offensively
* Use only reasonable force/restraint until the child is calming down (no longer than absolutely necessary).
* Record the incident afterwards. Allow time to evaluate the incident.
* All staff are trained to identify positional asphyxia and should ensure that practitioners monitor risk both during the restraint and afterwards.

**Sanctions**

As an independent, non-maintained School recognised by the ‘Department for Education (DfE), Stepping Stones is governed by regulations under the Children Act 1989 which has the force of law. Amongst the sanctions prohibited are those specified in the Department of Health, Education Act 1996 and Children’s Home (Control and Discipline) Regulations 1991. These are set out in details below. In addition, the range of sanctions used in any establishment for children must be approved by the National Care Standards Commission. Any sanction imposed beyond those approved will be unacceptable and possibly illegal. All sanctions permissible at Stepping Stones School are set out in this section.

**Prohited Sanctions**

The following sanctions are those prohibited by law and may never be used on any child in the School:

1. Corporal Punishment – Regulation 8 (2) (a)
2. Deprivation of Food and Drink – Regulation 8 (2) (b)
3. Restriction or refusal of visits/communication from family and/or external authorities – regulation 8 (2) (c) and 8 (3) (d)
4. Requirement to wear distinctive or inappropriate clothes – Regulation 8 (2) (d)
5. Withholding or Use of Medication – Regulation 8 (2) (d)
6. Restriction of Liberty of children in care
7. The Children secure Accommodation Regulations 1991 defines secure accommodation as ‘accommodation provided for the purpose of restricting the liberty of children’. Under this regulation the Secretary of States approval is required before accommodation may be used for the restriction of a child’s liberty.

Stepping Stones School has no such approval and therefore the following are not permitted:

The locking of a child or children in a single room at any time, even when accompanied by a responsible adult or adults;

The locking of internal doors to confine a child or children in certain sections, even when accompanied by adult or adults; (locking of external doors in order to provide safety for the children and prevent unauthorised persons from accessing the building is permitted.)

Intimate physical searches – Regulation 8 (2) (h)

Seclusion is ‘forcing a person to spend time alone’. At Stepping Stones no child is forced to spend time alone as a consequence of challenging behaviour or as a punishment. Any separation from the child group in the company of or close proximity to an adult.

In addition to these sanctions proscribed by law, the School itself prohibits the use of the following;

* Threats of unacceptable punishments
* Any verbal abuse intended to humiliate or degraded a child, his/her family or other important person – whether in relation to race, sex religion or any other respect.
* Removal of curriculum entitlement for any reason other than health and safety.
* Removal of rewards that have already been earned
* The whole group being sanctioned as the result of individual’s behaviour.

**Permitted Sanctions**

Agreed sanctions are routinely used by staff teams to promote appropriate behaviour, and to help individual children accept responsibility for their actions. Staff teams should regularly review the use of sanctions for individual children to ensure that they are helping then to learn and become more responsible. If a sanction is not appropriate or effective it should not be used.

**Guidance on the Use of Sanctions**

Sanctions should:

* Fit the inappropriate behaviour
* Be seen to be fair in the eyes of children and discussed with them so that they know clearly what sanctions are and are not permitted.
* Not to be seen as revenge or getting even
* Be for a specific period where applicable
* Be used with thought/consideration
* Be tailored to the individual
* Be discussed with the staff team
* Be applied as soon after the event as possible
* Be reviewed periodically; if seen to be unworkable other methods applied.

Consequences used include:

1. Vehicle ban following dangerous behaviour in a vehicle
2. Attend class workshop, to catch up on missed school work or address issue of aggressive behaviour in class (this may be recorded as a sanction depending on its use)
3. Not being allowed to use specific pieces of equipment following their misuse e.g computer ban or attend a particular activity following inappropriate or dangerous behaviour.
4. Attend a Panel Meeting following high levels of unacceptable or concerning behaviour
5. Time away from the group or activity. It is school’s policy that children will be included in any educational or planned activity outside of school if they are safe and able to do so – these things are not withdrawn as part of a particular sanction. If a child being part of a regular activity does not fit with appropriate boundaries or treatment programme for the child it will be discussed by the treatment team and may be withdrawn or change following appropriate discussion with the child.
6. Internal exclusion for 24 hours – this means being supervised 1:1 in a place away from the other children following a very serious incident e.g. setting fire alarm off, absconding or serious physical assault.
7. Fixed term or permanent exclusion (see exclusion Policy)

‘