



Positive Behavioural support and Positive Handling Policy

Hop, Skip & Jump aims to provide a supportive, playful, calming yet fun and relaxed environment for children & young people who use the centre. Some children & young people that attend our centre may have varied additional and complex needs; some children may face difficulties with social, emotional and behavioural difficulties which might have impacted upon their ability to mix with other children.

Hop Skip and Jump staff are trained in the above by an accredited and approved trainer or local authority.

Hop, Skip & Jump recognises the need to incorporate models of acceptable behaviour; to clearly define expectations of positive behaviour amongst its service users and where measures are taken to address unacceptable behaviours, these are reasonable, proportionate and understood by all concerned. This Policy also complies with the Positive Handling Guidance DoH/DfES Joint Guidance for Restrictive Physical Interventions (2002) and the DfE guidance for the Use of Reasonable Force (2013)

National guidance - The centrality of PBS as model for supporting people with learning disabilities and challenging behaviour is captured in a number of important recent national documents that have emerged since Winterbourne.

- Transforming care
- Ensuring Quality service
- Positive and proactive workforce

We will promote positive behaviour through clear, effective policies and procedures that embrace the essential ethos and values Hop, Skip & Jump. These include:

- Behaviour support and Positive Handling Policy
- Positive Behavioural Support Plans
- Anti-bullying Policy
- Complaints Policy

Hop, Skip & Jump considers that within any social situation there are limits and standards of behaviour which are a necessity and a “Golden Rules” image is displayed in the centres and explained regularly to the children’s level of understanding. Children will be praised for good behaviour. They will be told why their behaviour when is unacceptable clearly, using visual aids when needed and the reason for our response i.e” supported quiet time.” We have designed a ‘Behaviour Checklist’ which outlines expectations within the centre:



- What is expected?
- What is safe?
- What is fair?
- What are the limits?

The rules that are applied need to be both fair and consistent.

They should be clearly understood by them as existing for their general benefit both as individuals and as a group.

Hop, Skip & Jump strives to build self-esteem and increase the awareness of its service users to the needs of others. Abusive, racist or sexist comments are unacceptable and will be challenged. Hop, Skip & Jump believes that all those who use the centre have a responsibility to treat others as they would wish to be treated and the staff will work in an anti-discriminatory manner to achieve this.

Staff at Hop, Skip & Jump is required to be dynamic.

The adults should manage behaviour:

- calmly
- predictably
- consistently
- sustainably
- realistically

Primary prevention is achieved through effective Positive Behavioural Support and Physical Intervention accredited training to develop 'staff expertise in working with children & young people who present challenging behaviours' (DoH/DfES RPI Guidance (Prevention)). Each child or young person has their own Individual risk assessment Plan which outlines the level of risk depending upon the activity or behaviour. All staff are familiar with each risk assessment. These are reviewed on a regular basis and amended accordingly. In addition and in compliance with the DoH/DfES RPI, each student has a Positive Behavioural Support Plan which details:

- Any known medical conditions, e.g., diabetes, asthma, epilepsy.
- Understanding derived from functional assessment
- Address immediate individual concerns
- Change the immediate environment
- Teach new skills



- Intervene early and prevent escalation
- Preferred Positive Handling Strategies
- Safe reactive strategy

When assessing remember;

- Self-stimulation
- Escape from demand
- Attention
- Tangible reinforcement

Strategies for avoiding incidents:

Primary Prevention involves changing aspects of a person's living, working and recreational environments so that the possibility of challenging behaviour is reduced.

Secondary prevention involves strategies that are brought into play once a person's behaviour begins to move away from baseline levels;

- Increasing the space between you and the person generally makes people feel less intimidated and it also makes you safer as blows are less likely to connect
- Removing any known triggers is an obvious help
- Don't ignore the person – think about how you would feel if people ignored you when you were upset
- Don't match the person's agitation – try and stay calm
- Don't suggest ideas for challenging behaviour – “Don't you dare do ...” As well as giving ideas, this could be seen as a challenge.
- If the person uses relaxation skills, prompt them to use them.
- Don't punish or threaten to punish the person – this will typically escalate their behaviour
- Calm talking stance – staff should endeavour to maintain a calm, confident and objective approach in conflict situations.
- Don't try and teach them how to behave more appropriately at this point – people generally don't learn well when upset!
- Divert them to something you know they like doing or to something which they can't resist doing (e.g. some people have activities like sorting or rearranging things that are compulsive for them)
- Give the person what they want! What does their functional assessment indicate is the main driver for their behaviour (SEAT) – providing attention, a tangible etc. can be a really helpful strategy to “turn off” challenging behaviour in the short term. Some people will say that this is “giving in” or likely to “reinforce challenging behaviour” – but this is the case only if this is the one way in which people can get access to their



preferred reinforce. Our PBS plan will make sure that this is not the case, so this is not a problem.

Reactive Strategies involve safe ethical interventions designed to ensure the safety of both service users and carers.

These again include increasing personal space, but also breakaway procedures that enable us to avoid or escape from blows or grabs, removal techniques (that allow us to move a person from an area where they can be supported to regain their composure) or minimal restraint procedures for making the person safe until calm is restored.

The aim of the staff at Hop, Skip & Jump is to provide an environment that is safe, secure and fun, be able to minimise the need for Positive Handling. However, any situation that threatens the safety of the service user, his peers, the staff team, will be responded to in a method that is appropriate, reasonable and proportionate whilst limiting the damage to those concerned and enabling the children & young people to recognise the possible need for physical intervention and how he will be supported in acknowledging their anger, how this affects others and the strategies that will be put in place to help them manage his negative behaviour.

When can reasonable force be used?

(Guideline's from DoE Use of Reasonable Force)

As a very last resort only.....

The staff of Hop, Skip & Jump are trained to 'promote the least intrusive positive handling strategy and continuum of graded and gradual techniques with an emphasis and preference for the use of verbal, non-verbal de-escalation strategies being used and exhausted before Positive Handling strategies are utilised"

Physical Intervention will only be used for the safety of the children and staff. As soon as it is possible to cease restrictive physical intervention it should stop. The child or children will then be offered withdrawal or redirected. It is important that it is discussed fully with and is, as far as possible, understood by the children & young people. Details of the incident and the consequence **MUST** be recorded. The person in charge must be made immediately aware of the incident! The child's parents/carer's must be informed and sign the incident form as soon as possible.



The following sanctions must not be used;

- Children should never be labelled as naughty
- Any form of frightening or humiliating a child is not to be applied
- No Physical punishment or the threat of physical punishment.
- No Deprivation of food/drink or children & young people's rights.
- No Removal of clothing and the requirement to wear alternative or inappropriate clothing.
- The denial of contact with parents/carers or significant adults.
- Withdrawal of communication with staff.
- Withholding of medication, medical treatment.
- Humiliation or bullying by staff.
- Applying the use of seclusion where a child or young person is forced to spend time alone against their will in a locked room or a room they cannot leave.
- Use force as a punishment as this action would fall within the definition of corporal punishment which has been abolished.
- Use pain to gain compliance.
- Physical intervention must never be used to make a child comply with an instruction

Hop Skip and Jump **will not** use the following identified restraint techniques deemed a risk:

- The "seated double embrace" which involves two members of staff forcing a person into a sitting position and leaning them forward, while a third monitors breathing.
- The "double basket – hold" which involves holding a person's arms across their chest
- The "nose distraction technique" which involves a sharp upward jab under the nose.

Hop Skip and Jump recognises that it is always unlawful to use force as a punishment.

This Positive Behaviour Support and Positive Handling Policy is aimed at providing a framework for guidance for both staff, children & young people. It is also intended to offer direction for staff on how they should best respond to difficult and aggressive behaviour in addition to the formal training. Hop Skip and Jump staff will work alongside parents and other professionals with the consent of parents to meet the needs of individual children.

Play workers will communicate in a way that is appropriate to each child, so that they are able to understand what is expected of them and feel valued and respected.

If the child needs supported quiet time it will be with a member of staff where they can be seen by other members of the team at all times.

Power to search pupils without consent. Hop Skip and Jump will only put this into practice following a suspected article brought into the centre that could pose a risk to all.



Good practice will be to follow guidelines from the local safeguarding board and DFE in this instance.

Compliance with this Policy will demonstrate that Hop, Skip & Jump will consistently provide a safe and caring environment allowing and enabling its children & young people to mature and develop to their full potential.

Centre code of conduct.

<u>Action</u>	<u>Consequence</u>
Accidental damage	"Own up to it" No consequence Nothing happens
Intentional damage (Serious Incident)	Negotiate a means of how we can work together to fix this damage.
Persistent intentional damage (Serious Incident)	Contribute to the cost of repair Centre supervisor to contact parents Risk of time out period from centre.
Deliberate damage to belongings of others (Serious Incident Entry)	Contribute to the cost of repair Pastoral Manager to contact parents Risk of Exclusion
Bullying	See 'Anti-Bullying' policy Work on educating children and young people on bullying through direct one to one work.
Attacks on Staff (Serious Incident)	Centre supervisor to contact parents Meeting with parents, young people and team to discuss how we overcome this incident and set out boundaries.
Attacks on other children &	Direct approach to talk about what happened and



young people.	<p>how we can overcome this. Put a plan in place including consequences. Centre supervisor to contact parents.</p>
Refusal to co-operate	<p>Staff to present options / choices Withdrawal from area.</p>
Leaving the grounds (Serious Incident Entry)	<p>Staff to report incident parents / head office. Notify Police if the children & young person has not returned after 5 minutes. If the child of young person returns to the centre all above to be informed. For majority children & young people – immediate action i.e. following them would be needed!</p>

Reviewed by Hayley Stone

Next review date: April 2017

23/04/16

Care Standards Officer