

Behaviour Policy and Procedure (GWHR50)

This Policy applies to all Groundwork South and North Tyneside, Windmill and TEN North East staff and volunteers (hereafter referred to as Groundwork).

Policy Objectives:

- To provide guidance for staff, parents, trustees and other stakeholders on how we keep children and young people and adults safe

Groundwork South and North Tyneside believe that:

- Children and young people want to behave well
- Behaviour is a means of communication – we must ensure that all children and young people are supported to communicate their needs safely and appropriately
- With the right support and intervention, children and young people can learn to improve their behaviour and manage well
- Mistakes are part of the learning process and we recognise that all of our children and young people are at different stages of the developmental process
- All staff can learn strategies to support children and young people to improve their behaviour

Staff can support the children and young people on our programmes by:

- The quality of our relationships with each other and them
- The quality of our provision
- A well-informed understanding of their needs
- Observation, evidence gathering and analysis – so that our interventions are well informed and planned
- Working in close partnership with parents and carers and the young person and developing Behaviour Plans/Positive Communication Plans where relevant.
- Investing time to allow children, young people and adults to practise and make mistakes

And Ensuring there are:

- Accessible modes of communication
- Clear and realistic expectations
- Rules
- The language of choice
- Rewards and consequences
- Reparation wherever possible and appropriate
- Descriptive praise
- Fair and predictable responses to both negative and positive behaviour

We believe that:

- our children and young people are happy when they behave well and when that behaviour is recognised and acknowledged by staff, adults and their peers. Children and young people are able to behave well when their needs are well met in the learning environment, at home and in the community.

All adults can learn strategies to support children and young people to improve their behaviour.

Most adults have evolved ways of responding to children's behaviour based on a combination of personal and professional experiences and training and experiential learning.

We encourage all staff to reflect on what may be the underlying issues that drive or trigger behaviour in children / young people, and to think about ways of responding to challenging behaviour in a non-judgemental and supportive way.

This can be very difficult especially if a child is aggressive or targeting others in a very focused way. As a Trust we will support staff to develop their own emotional resilience through professional support. This may be peer to peer, group or individual support and can draw on a range of expertise within the Trust and with partner agencies. .

Adults/ Staff can support children and young people by:

The quality of our relationships with each other and them

- a) Our relationships with each other as a staff team provides a framework to help us to provide good models of behaviour at all times for our children and young people.
- b) The quality of our relationships with our children and young people. These relationships are crucial. Each adult is a significant adult for our children and young people. To foster successful, enabling relationships we need to:
 - Actively build trust and rapport – they have to be earned: they're not given
 - We should have high expectations for all children and young people and when we demonstrate our belief in them, it supports them to succeed.

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- We treat children and young people with dignity and respect at all times eg by saying 'thank you'; by communicating carefully and clearly in a way that is accessible to them and their current level of need
- Adults should listen respectfully to the child or young person, and make a judgement about how/when to respond
- Invest in your relationships with the children/ young people and have fun together
- Consider what might be behind the behaviour; why the child or young person is behaving in this way. There will always be a reason: the behaviour is a symptom of something that we need to identify
- See things through eg consequences in place as a response to particular behaviours, both desirable and undesirable
- Keep our word – and if, for some reason, we are unable to honour a commitment to a child or young person, to communicate clearly and honestly about why this has happened
- Identify the strengths in the child or young person – identify these with the child / young person and build on it.
- Apologise if you make a mistake – you are modelling this for the child or young person and this will support you to build trust and respect
- Name and manage your own emotional reactions to children and young people's behaviour ie demonstrate emotionally intelligent behaviour at all times. Seek help if you are finding it difficult to manage your feelings about a child or young person
- It is important to resolve difficult feelings about children's / young people's behaviour – it is unhelpful history. Focus instead on getting it right in the future
- Quietly but firmly hold appropriate boundaries.
- Seek support from wider professional networks to problem-solve challenging behaviour
- We are always respectful to children young people, we do not talk about them over their heads or in front of other children / young people
- We are non-judgemental about children's/ young people's life experiences, but we use evidence to inform our planning for them

The quality of our provision:

If we are able to meet each young person at his/her point of need, it is more likely that challenging or unhelpful behaviour will decrease or stop. To do this we need to:

- Accurately assess the child or young person's needs and plan to meet the child or young person's range of needs
- Support the child/ young person to develop high levels of resilience and have high expectations for every young person.
- Support children and young people to develop high self- esteem, so that they believe that they can succeed
- Frequent positive reinforcement when things are going well and minimal feedback for low level undesirable behaviours. *Focus on what you want the young person to do.*
- Know what motivates each young person
- Personalised learning to ensure that we meet each child or young person at his/her point of development
- Include the young people in the target setting and evaluation process for outcomes measurement, using appropriate language and methods (self-assessment)
- Give the young person feedback on progress in a supportive way that makes sense to them, focusing particularly on their achievements and what they need to do to make further progress

- Praise the /young people for their specific achievements, ie descriptive praise and do this often
- Actively teach the young people behaviour for learning

The language of choice

This is part of helping our children and young people to take responsibility for their behaviour. We actively encourage them to choose the right thing to do and, where appropriate, explain the consequences of their choices, both good and bad.

We link consequences to the choices they make, to help them make the best choice. This communication:

- Increases children and young people’s sense of responsibility
- Regards mistakes as part of learning
- Removes the struggle for power
- Is positive
- Where appropriate, overtly links responsibility, choice and consequence
- Helps them to take responsibility
- Helps them to manage their own behaviour
- Increases their independence

Rewards and Consequences

Rewards

- Descriptive praise
- Symbolic rewards
- Special responsibilities/privileges

They are linked to positive choices and achievements. They focus on the specific behaviours we wish to improve.

Consequences

We do not believe in sanctions or punishment. Example:

| Behaviour | Consequence |
|--|---|
| Child or young person disrupts activity or behaves in a way that makes other learners feel | Child or young person has a break Child or young person is supported by an adult to consider their behaviour |

unsafe

Child or young person apologises to the group, for his/her specific actions and carries on with the activity.

1. It is important for our children and young people to clearly link a specific behaviour with its consequence.
2. The consequence needs to be a natural consequence, which makes sense to a young person
3. It is also important for adults to review what has happened. Was there anything that could have been done differently to support this young person to manage?

Reparation means repairing relationships, or 'making good' in some way

Young people should always be given the opportunity to repair, and that they want to do this. We do not believe in the concept of punishment, because it focuses the young person's mind on the punishment, rather than what s/he did. This frequently leads to young people feeling angry about the punishment, rather than thinking about the effect of their behaviour on others.

Where developmentally appropriate, we support children and young people to take responsibility for what they have done and to repair it with the other person(s) involved/affected.

Unresolved difficulties can make young people very anxious and this can cause behaviour to escalate or become habitual.

Descriptive Praise

If we tell people what it is exactly that we like about what they are doing, we are reinforcing the behaviours we want to promote, eg

We are also giving them positive feedback and personal recognition. This raises their self-esteem and leads to improved behaviour.

Bullying (including Cyber-bullying)

- We do not tolerate bullying
- Bullying should **never** be ignored
- **All** instances of bullying must be recorded
- Parents and carers should be informed by staff via telephone or in face to face contact

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- Every instance needs to be addressed, in line with this policy, with each child or young person involved taking responsibility for his/her actions, apologising and agreeing to stop/change the behaviour causing concern
- Young people need to be supported to develop age appropriate level e-literacy so that they are able to keep themselves safe on-line and report cyber-bullying
- Further guidance is available in the Trusts **Anti-Bullying and Harassment Policy** which is available on request.
- **Fighting** – fighting is unacceptable and staff will always ensure the safety of vulnerable participants when a fight has occurred. Staff may call the Police if a serious physical assault has taken place.
- **Weapons** – weapons must not be brought to any of our buildings, sites or activities. Staff will always ask a participant to leave if they are known or suspected to be carrying a weapon, or if a participant uses an item of equipment as a weapon during an activity. If a participant refuses to leave staff may call the Police.
- **Sexual activity** – it is not part of a staff members' responsibilities to intervene if participants are engaged in sexual relationships. However, the age of consent is 16, and staff will report to the Designated Safeguarding Officer if they are concerned that someone has not given genuine consent to sexual activity, or is under 13.

Discriminatory language/incidents

- Although quite rare, incidents which include elements of racism, homophobia, sexism or those which are related to disability, gender presentation or religion are **not acceptable** within our community
- They should be dealt with in line with this Policy with further advice and a coordinated response from Senior Leadership Team
- They **MUST** be recorded appropriately, including all follow-up action

Restraint

Restraint is the positive application of sufficient force to ensure, by physical means alone, that a child or young person does no injury either to him/herself, a member of staff, another child or young person, or property.

- Should rarely be used, and only after all other interventions have been exhausted, and only by staff
- Should **only** be used if the young person is putting himself or others in danger and where failure to intervene would constitute neglect
- If used, it must be recorded in the incident/ concern recording system
- If restraint is used, parents/carers need to be contacted before the young person arrives home

Any intervention should be a last resort and be proportionate, reasonable and necessary.

Advice for Staff

Members of staff facing confrontational situations with young people are reminded that the following behaviours can either reduce or inflame incidents, and that a brief moment of risk assessment may allow the time to decide on the appropriate action necessary.

Staff are strongly advised not to physically stop young people from leaving any given space. They should give a clear choice and spell out consequences, but unless there is a risk of injury should never block a young person's exit.

Remaining calm – the ability to try and remain calm and appear relaxed is less likely to provoke. A relaxed posture and a non-threatening (CALM) stance, ie not toe-to-toe, are recommended.

Awareness of Space – try to be aware of the space around you and avoid stepping into another individual's personal/intimate space. Try to take a step back outside the circle of danger.

Pacing and Chasing – angry people often pace around in tense situations and staff should try to avoid the temptation to follow as they attempt to help them calm down. This can be counter-productive as it may trigger a chase response and drive the other person away. Where possible, it is preferable for the staff member to stand still, speaking calmly, clearly and confidently – or even sit down!

Intonation and use of voice - when people are anxious or angry they tend to talk faster, higher and more loudly. In a potential crisis situation, staff need to speak more slowly, in a lower tone and more quietly.

Help Script

- Connect by using the young person's name
- Recognise and acknowledge young person's feelings
- Tell the young person you are there to help: "You talk and I will listen." – Give direction

Diffusing body language responses

- Social distance
- Sideways stance, step back
- Intermittent eye contact
- Relaxed body posture
- Palms open

Calm Stance

Think of the values of stepping back from a situation, both physically and emotionally:

- Allows a more considered response
- Time to make a 'dynamic' risk assessment and seek assistance
- Allows other person 'take up' time to make their own choices
- Build confidence in young people that you are in control – .

In the event of a serious incident eg a fight, staff should:

- Give clear and immediate instructions – "stop fighting, stop fighting" - Send for assistance -
Spell out sanctions

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- Remove the 'fuel' by clearing the 'audience' away
- Be a witness
- Intervene physically if confident and having assessed the degree of risk- if not, call for assistance

These are the minimum that should apply to all work with participants and should be discussed with the participants, along with any additional rules required for the specific project, activity or trip, and what action will be taken if rules are broken. Staff should also let parents or carers know the rules that will apply. If rules are not made clear, staff, participants and their parents or carers may have very different expectations which can lead to disputes and potentially to participants being exposed to a risk of harm.

If acceptable behaviour standards are not followed, and there are any concerns about safeguarding staff should follow the Safeguarding Policy and Procedures (GWHR51). Where bullying occurs, staff should follow the Bullying and Harassment Policy and Procedure (GWHR07). Where any other rules are broken staff should inform the appointed person, who should talk to all those involved in the incident individually. Having heard all the evidence a decision should be made by the appointed person about what, if any action should be taken, and whether to inform parents or carers and/or the Police. Staff should use their professional judgement in all cases and make an informed decision based on the circumstances, guidelines relating to safeguarding and information sharing, the needs and wishes of the participants, and whether informing parents or carers has been agreed as a sanction prior to the activity. Participants should only be sent home where there is a clear breach of the rules that places that participant or another at risk of harm.

Where a participant is asked to leave an activity or event, the appointed person should notify their parent or carer. If it is not possible to contact the parent or carer, and the participant is aged 16 or over, he or she can be asked to leave immediately, provided that the appointed person is satisfied that the participant is able to get home safely. Those aged under 16 will need to remain with staff until their parent comes to collect them or arrangements are made and agreed with the parent for them to get home safely.

Where a participant is asked to leave an activity away from base, the appointed person will need to be sure that there is adequate transport, that the participant is safe to travel on their own on such transport and, if the activity has been a residential trip, that there is somebody at home to receive the participant. It may be that a staff member will need to accompany the participant home. The appointed person should contact the team/project leader to discuss the situation prior to sending the participant home.

Staff should follow the Accident Incident Report Procedure in all cases where a participant has been sent home.