

Behaviour Management Policy and Procedures Jan 2018

1. INTRODUCTION AND POLICY STATEMENT

1.1 In its vision for SMS Coaching is a place where all people can thrive: working and learning in a clean, safe and healthy environment and, specifically, the centre is committed to improving outcomes for children and young people. Our aim is that all children attending the centre should be able to behave in socially acceptable ways. This behaviour management policy is intended to be a framework that will:

- a) Ensure that children and young people with difficulties of self-control are supported and helped in ways which are sensitive to their needs.
- b) Provide safeguards for staff and volunteers in this rewarding, though sometimes difficult, responsibility.
- c) Ensure that the safety of both children and staff is treated as equally important.

Throughout this document the term “child” or “children” should be taken to refer to both children and young people.

1.2 The policy covers the services provided by SMS Coaching to a wide age range of children and young people 11- 16 and where appropriate includes advice for parents.

The term “staff” can be taken to mean any individual delivering services to children on behalf of the SMS Coaching.

1.3 This policy and practice guidance sets out a framework for working with and providing services to children and young people who from time to time display challenging behaviour in order to:

- a) Promote positive behaviour and
- b) Gain control of unacceptable behaviour.

It is consistent with both the law and the expectations of the current regulatory and statutory bodies. (: *A Model for Effective Practice, 2006; The OFMDFM: Our Children and Young People Our Pledge - A Ten Year Strategy for Children and Young People in NI 2006, the DHSS&PS Guidance - Cooperating to Safeguard Children, 2003.*

The policy also reflects Standard 2.3.3 Challenge Oppressive Behaviours in Children and Young People, as stated in the *National Occupational Standards for Youth Work, Final Version 2008, pages 62/70.*

1.4 Research suggests that the best outcomes for these children are achieved if adults adopt an appropriate authoritative and caring style in which:

- a) High levels of warmth are accompanied by clear boundaries, limits and use of authority.
- b) The limits of acceptable behaviour are clearly identified, agreed and the child is helped to behave within them.

2. ENCOURAGING POSITIVE BEHAVIOUR

2.1 Legislation

The Human Rights Act 1998 requires that children are treated fairly, have their rights respected and are free from harm and discrimination. This includes children with a disability.

The Children Act 1989 provides the legislative framework for child protection in England. Key principles established by the Act include:

- the paramount nature of the child's welfare
- the expectations and requirements around duties of care to children.

Children Act 2004, which encourages partnerships between agencies and creates more accountability, by:

- placing a duty on local authorities to appoint children's services members who are ultimately accountable for the delivery of services
- placing a duty on local authorities and their partners to co-operate in safeguarding and promoting the wellbeing of children and young people.

Children and Social Work Act 2017,

- the Child Safeguarding Practice Review Panel was established to review and report on serious child protection cases that are complex or of national importance (Sections 12 to 15).
- the previous model of Local Safeguarding Children's Boards (LSCBs) has been replaced by local safeguarding partners who will publish reports on local safeguarding practice reviews (Section 17).
- child death review partners are required to review each death of a child normally resident in their area and identify matters that are relevant to public health and safety and children locally (Section 24).
- local authorities must appoint personal advisers for care leavers up to the age of 25 (Section 3).
- Social Work England is created as a regulatory body for the social work profession in England (Section 36).
- relationships education will be provided to primary school children and relationships and sex education will be provided (instead of sex education) in secondary schools (Section 34).

2.2 Understanding Children and Young People

Difficult or challenging behaviour in children can occur for a number of reasons:

- a) As an appropriate means of expressing emotions.
- b) Because of developmental delays or learning disability.
- c) Through early attachment difficulties with parents.
- d) Through learned behaviours in which challenging responses have become habitual in the face of frustration or anxiety.

It is helpful if staff can understand the causes of the child's behaviour and provide them with the help and support they need to manage their difficulties in a more acceptable way. When working with, or supporting children with challenging behaviour, it is useful to bear in mind the following principles: The age of the child or young person and an understanding of their emotional maturity.

That the object of positive behaviour management is not to punish or to keep the child under control but to help them learn how to behave more appropriately.

Challenging and undesirable behaviour should not lead to emotional distance between the child and staff.

No matter how difficult or challenging the child's behaviour, staff should never resort to similar behaviour (although staff will need to know their rights to keeping themselves safe - see section 7).

The more staff can understand a child's behaviour and the more able they are at meeting their needs in a fair, balanced and even handed way, then the less likely they are to encounter control difficulties.

2.3 Establishing the Limits of Acceptable Behaviour

(a) Boundaries

Children need clear boundaries and to know what is expected of them. When new members join the centre, staff should meet with the child (and, parents/carers, other professionals, if appropriate) and negotiate a contract about the limits of acceptable behaviour. This contract should include a statement about rules and expectations and be displayed in the centre for all to see.

(b) The key points of a positive behaviour approach are that:

The ground rules are discussed with the child and their family, if appropriate, so their views can be taken into account.

Management and staff should be honest about any non-negotiable issues, such as offensive language and violent behaviour. 'Anything' does not go.

Rules need to be realistic, ideally phrased as a 'do' rather than a 'do not' If you have mainly 'do not's' in your rules, ask yourself, what are children supposed to do when faced with a situation that provokes unacceptable behaviour, if, for example, they can't shout/swear or hit out? What is all right for them to say or do when they are cross for good reason? Children need to be helped to express their emotions positively and to be understood.

Children may need to be reminded of the ground rules and why we have rules for and expectations of behaviour.

(c) Special needs

Some children may need extra help to behave in line with expectations. Their life may be full of stresses that are hard for a child to manage, or else the child may have disabilities that affect their behaviour, social skills and understanding.

It is important to hold realistic expectations of children for their age and capabilities. However disabled children are unlikely to benefit when adults underestimate their ability to learn about behaviour. In an inclusive setting children will make appropriate allowances for disabled peers, but get very annoyed if those children are allowed to 'get away with it'.

Staff should recognise that children under any kind of pressure can have strong feelings: annoyance, frustration, distress or embarrassment. Children can be helped to behave in more socially acceptable ways when adults acknowledge that their feelings are legitimate, i.e. you are prepared to talk about those feelings – but the way the emotions were expressed i.e. by hitting out or saying something very hurtful to another child for example – is not acceptable.

Disabled children may, because of their impairment, condition or difficulty in making themselves understood, resort to challenging or unpredictable behaviours. It is important that such behaviour is seen in the context of a child or young person's disability and/or communication needs. Any behaviour plans to address such situations should reflect sanctions that are appropriate and understood by the child and use communication methods appropriate to the child/young person's needs.

(d) Diversity – Working with children from different backgrounds

It is important that the services children receive when attending SMS Coaching, including those which seek to change, control or modify behaviour, are applied equally and ensure that there is fair access. Staff, working with children from a range of different backgrounds or communities, need to respond flexibly to meet the diversity of need. The following points should be considered when formulating behaviour management plans:

Children and families from different cultural and ethnic background may have different expectations or standards of behaviour as cultural norms.

The use of language and its' meaning for different groups. Avoiding conflict by using language or words which may be open to misinterpretation.

When informing children and young people about the expectations of behaviour and consequences etc. ensure that language and/or the communication method used is appropriate to that child or young person's need. Consider translation services or sign language for example. Clarify understanding.

3. CHILDREN'S RIGHTS AND RESPONSIBILITIES

3.1 Children have rights to be listened to, and involved in decision making, to respect, to contact with their families, to be prepared for their future, to information to complain and to independent legal redress. Over all this however, they have the right to concerned and consistent adult care including effective and appropriate control, even if they do not accept it at the time.

3.2 Taking into account age and understanding, children must however learn that whilst they have rights they also have responsibilities. They need to be helped to respect the rights and responsibilities of others, both peers and staff.

Rights and responsibilities go hand in hand, so for example:

- Children have the right not to be ill treated but the responsibility not to ill treat others.
- The right to be heard, the responsibility to listen to others.
- The right not to be put at risk and the responsibility not to put others at risk.
- The right to live free from verbal or physical intimidation or bullying and the responsibility not to intimidate or bully others
- The right not to be discriminated against and responsibility not to make discriminatory remarks or discriminatory action

3.3 Very young children or children with special needs may not understand these responsibilities but nevertheless may need to be helped to modify their behaviour to achieve greater responsibility.

4. DEVELOPING RELATIONSHIPS BETWEEN CHILDREN AND SMS STAFF

4.1 Children learn how the world works and their role in it mostly from the adults who care for them. They do this on the basis of trusting and caring relationships, usually with their parents. Unfortunately many children have had poor experiences of relationships with adults and may have suffered abuse, neglect and rejection in the past. They may also have experienced disruptions in their lives. These experiences will have left them anxious and mistrustful about adults and they may have limited ability or inclination to accept another relationship with another adult. As a consequence, it is not unusual for children to test out new staff with difficult, non-compliant and sometimes challenging behaviour. They do this for a number of reasons:

To test out a staff/ volunteer's 'solidity' before attaching themselves.

To feel safe and to keep staff at an emotional distance.

To retain power and control.

4.2 How staff and volunteers respond to this behaviour is vital to helping the child develop successfully. It is important that staff recognise the behaviour for what it is and understand that even though it is often hurtful and directed towards them, it is not personal. Rather, for some children it is the product of the child's past experience and a means of testing out a potentially risky investment in a new relationship with youth centre staff.

4.3 Staff should always seek to maintain relationships with children which are positive and based on mutual respect. When staff intervene with children, because of their behaviour, they should do so in a way that clearly differentiates disapproval of the behaviour from disapproval of the child him/herself.

4.4 It is important that staff appreciate the need to take the initiative to sustain relationships with children who, at first, may not want to have such a relationship. Staff can do this by:

- Displaying a genuine commitment to sustain relationships with children with challenging behaviour.
- Being clear about what children can expect, what the staff's responsibilities are and how they will be discharged.
- Demonstrating an understanding of the child's difficulties and reassuring them that the staff wants them to succeed, is on their side and will be there when things are rough, as well as when they are smooth.
- Understanding that mutual respect and confidence has to be earned and always showing respect, even though it may take time before it is returned.
- Establishing what is fair.
- Being clear about issues of confidentiality.
- Not making promises they cannot keep.
- Showing integrity – always being truthful, consistent and reliable. Never lying, always abiding by their side of the bargain even though the child may fail to do likewise.
- Modelling appropriate behaviour and self-discipline. Express feelings appropriately, show care and concern, do not retaliate when provoked (remember who is the adult) and apologise if in the wrong.
- Talking to the child about their behaviour (if it is a problem). Explain the benefits of change and tell them that you care too much to let their unacceptable behaviour continue and what you will do to help them change.
- Always making sure the child's needs are being met. Staff should demonstrate real concern for their welfare and put themselves out if they have to.
- Encouraging them to do new things and praising their efforts.
- Supporting them when necessary without colluding or defending inappropriate behaviour or actions.
- Encourage them to take responsibility for their behaviour and its consequences.
- Never succumbing to negativity. Ensure that all interactions are positive and promote the child's self-esteem.

4.5 Positive Reinforcement

Some of the children who attend SMS Coaching may have suffered abuse and neglect and have been raised in low warmth/high criticism environments. As a consequence, they will have repeatedly received negative messages about themselves, which will have impacted on their self esteem and self- confidence.

4.6 The expectation of Social Services Departments is that “staff in any school based setting will develop positive and supportive relationships with children and that they will generally be managed through the positive reinforcement of appropriate and desirable behaviours.”

4.7 Staff should discuss and negotiate expectations about acceptable and appropriate behaviour. It should not be assumed that children know instinctively how to behave in acceptable ways or understand general expectations of behaviour. They may never have learned how to control their behaviour nor realise how profitable self-control can be. It is one of the key tasks of staff to teach children how to behave appropriately. They can do this by always being aware of their own behaviour and modelling appropriate responses to a range of situations. They can also consistently provide feedback to children on their behaviour and how it impacts on others.

4.8 As children attempt to manage their behaviour they need encouragement and support both to reward their efforts and to promote further change. Staff should be optimistic that things can change, but realistic about how long it might take. Staff should expect some setbacks, shortfalls and mistakes. They must resist the temptation to be negative as such responses will repeat earlier life experiences, reinforce children’s negative view of themselves and possibly persuade them that it is a waste of time to try to change. Instead, staff should praise and encourage the desirable behaviour, no matter how little of it has been displayed. It is important that staff always bear in mind when dealing with children with difficulties of self control that the object of the exercise is to promote change and help children manage their behaviour better, not simply about maintaining control.

5. POSITIVE PREVENTATIVE STRATEGIES

The best way of dealing with a difficult situation is to prevent it happening in the first place. A clear method of preventing negative behaviour is to observe and assess the behaviour and needs of those children who attend the school and present difficult and challenging behaviours.

5.1 Management should ensure that the staff make this a high priority. Where it is known a child can exhibit difficult or challenging behaviour, SMS staff should discuss and plan the best approach to managing the behaviour and to assist the children to learn more appropriate ways of coping with their frustrations, boredom or anxieties.

The following Plan Format (Fig 1) may be used by SMS staff to capture the key aspects of a child’s challenging behaviours, both positive and negative, and a plan for managing these. Having this in written form serves to remind individual staff of the approach and response which is most appropriate and therefore ensures consistency from all team members in their management of crisis situations. Given the busy nature of SMS Coaching, alternatively, this may also be carried out verbally, among the staff, and agreed plans, for managing crisis situations, noted in minutes as part of a staff meeting.

5.2 Verbal and Non Verbal Skills

Staff should be aware of the impact of both verbal and non-verbal feedback to children in developing positive behaviours. The following is offered as additional advice in encouraging positive behaviour:

Verbal Feedback

Actively seek out opportunities to acknowledge positively when something has been attempted or achieved. Never miss an opportunity to say something positive and always acknowledge their efforts whether or not they succeed at what they are doing. Always acknowledge and thank a child when they comply with a request. Do things alongside the child and provide encouragement and support. Provide a 'running commentary' on how well they are doing and offer positive feedback.

Avoid criticism

If the child needs to receive constructive negative feedback on their behaviour, tell them what is unacceptable about what they are doing and why and work with them to think about what would be more useful to do instead. Over time, the child will then learn a range of alternative responses to things they have struggled to deal with in the past.

Non-Verbal Feedback

Staff can use their facial expressions and gestures to signal a positive attitude towards children and their approval of their behaviour. Such gestures as; nods, smiles, eye contact, 'thumbs-up', are all effective means of conveying positive regard.

Occasionally also a "well done" signal can provide useful non-verbal feedback to young people trying to bring their behaviour under control.

Physical contact will be dealt with in Section 7.

5.3 The Prevention of Challenging Behaviour

The priority for staff faced with challenging behaviour is to try to stay calm and defuse situations. The right intervention may prevent deterioration into violent or destructive behaviour.

The use of verbal reassurances can calm a child and allow for a 'cooling off' period. Children can be helped to recognise their own 'triggers' and prevent further incidents.

Staff can try to use positive, preventative, calming, diffusing and problem solving skills first.

Preventative Skills which staff should use may include:

Good eye contact

A calming tone.

Listening to the child/young person.

Giving them a chance to express themselves.

Giving space/privacy.

Positive reinforcement.

Consistency in communication.

Consistency in Individual Behaviour Management plans.

Clear boundaries.

Respecting their opinions whilst not necessarily agreeing with them.

Moving away from the situation to allow time to calm down.

Behaviour which staff must avoid may include:

Getting agitated.

Staring.

Confrontation.

Raised voices.

Inappropriate language.

Not listening and not respecting the child's views or opinions.

Shaking your head or shrugging shoulders in a disrespectful way.

Walking away angrily.

Taking control away.

Verbal aggression.

Inconsistency in communication.
Unclear and unreasonable boundaries.

6. PERMITTED AND PROHIBITED SANCTIONS

6.1 Use of Sanctions

SMS Coaching must comply with the legal use of permitted and prohibited sanctions in relation to children. Research suggests that over-reliance on the use of sanctions has little long term benefit in helping children change their behaviour. At best, the use of sanctions may teach them what not to do and suppress undesirable behaviour for a short while.

Many people equate the use of sanctions with punishment. This is a mistake and it is important that staff bear in mind at all times that punishment has no place whatsoever in **SMS Coaching Changing Lives School**. Rather, sanctions should be seen as confronting the consequences of their actions and providing an incentive to reflect on and change their behaviour.

While children often accept that undesirable behaviour should have consequences, they resent the impositions of sanctions arbitrarily imposed on them. To overcome this, staff need to talk to children about reasonable expectations in terms of their behaviour and explain to them the possible consequences of not meeting these expectations can then negotiate with the child (when they are calm and in control) what a reasonable sanction might be in certain circumstances. By this means the child will have some ownership of the process and be aware that when they choose to behave in an unacceptable way, they have chosen to accept the sanction which is a consequence of their behaviour. Hopefully the child will learn to take responsibility for their actions and in the long term, change their behaviour.

When staff use sanctions they need to ensure that they meet the following criteria:

Sanctions need to be:

- Proportionate and appropriate to the unacceptable behaviour.
 - Relevant to the child's age, understanding and in keeping with any Individual behavior management plan.
 - Realistic, enforceable and achievable.
 - Timely – applied as soon as appropriate after the unacceptable behaviour is discovered
- Behavior Policy SMS Coaching .

- Not disruptive to other children within the centre.
- Applied consistently and fairly.

When imposing a sanction, it is helpful if staff expresses their regret and make it as easy as possible, for the child to comply. Always remember that the staff and the child are on the same side and that what is wanted is for them to change their behaviour, not simply to come under control. However, when a child chooses to behave in a way that attracts a sanction, it is important that they routinely and consistently receive one. If not, the threat of a possible sanction becomes ineffective.

6.2 Permissible Sanctions

It is permissible for staff or carers acting on behalf of SMS Coaching to use the following sanctions. These will need to be applicable to the child or young person's age and the context in which the incident occurred.

Increased supervision – both within and outside SMS Coaching

- Verbal reprimand – this can be mild or severe. It is acceptable for staff to raise their voice and use a firm tone, but it is not acceptable to shout at children or to use threatening or demeaning language or behaviour.
- Curtailment of leisure activities (including day trips) – these should be relevant, timely and time-limited.
- 'Time-Away' in safe parts of the centre.
- Reparation payments – (not fines) – to compensate for damage to property or theft. The payments need to be realistic and manageable by the child and his/ her family.

Exclusion from attending the centre (either for a time limited period or permanently, depending on the nature of the behaviour): this should be only as a last resort and part of a staged approach by staff in the management of the child's behaviour (see Appendix 3 for the *Flowchart of Steps of Intervention for managing crisis incidents*)

6.3 Prohibited Sanctions

These are sanctions that **must not** be used:

- Corporal punishment – any act intended to cause pain, including hitting, rough handling, pinching, biting etc.
- Use of disrespectful or abusive language – children must be treated with respect at all times.
- The use of demeaning, degrading or humiliating language or behaviour is prohibited.
- Deprivation of food and drink – not providing food and drink which is normally made available to a child or making them eat food they dislike
- Intentional deprivation of sleep
- Enforced isolation – although requiring children to take Time-Away in another part of the centre is for short periods acceptable.

6.4 The approach to managing behaviour by staff and volunteers:

To diffuse or intervene at the early stage of a potential crisis situation by using the following early intervention behaviour management techniques-

Managing the environment

Planned ignoring and positive reinforcement

Proximity

Hurdle Help

Directive statement

Redirection

Prompting

Time away

Caring Gesture – following the use of these techniques staff will seek to engage the child in talking about what happened. This is designed to help children begin to explore alternatives to unacceptable behaviour and to teach them how to deal with frustrations and anxieties more appropriately. This will result in a plan which will be used and revisited with the child.

If the behaviour is repeated, the child will be reminded of the plan and as above.

If the behaviour continues the staff will seek a meeting with the child and his/her parents to discuss options. This will result in a plan of action which everyone agrees to put into practice.

If the behaviour clearly presents a risk to other children, the child themselves or other staff, the centre manager will bar the child from attending until a meeting can be established with the child parents, centre manager and staff to agree the conditions, measures and sanctions for returning to the centre. This could result in a complete and permanent exclusion from the school. This will be recorded and report provided by the management committee. (See Appendix 2: *Critical Incident Proforma*).

7. THE USE OF PHYSICAL INTERVENTIONS AND THE LAW

7.1 Physical Interventions

Physical Intervention refers to the use of appropriate physical means whereby a member of staff needs to control a child's behaviour by physically intervening with them. The use of physical restraint or holding of children is **not permitted by any staff member within SMS Coaching**. It is accepted that staff may on occasions need to physically intervene to separate children (for example to prevent a physical fight between two or more children in which it is judged that to not do so would result in physical harm occurring to one or children and/or damage to other staff and/ or damage to property). Intervention by staff in such circumstances needs to be based on professional judgments and what is in the best interests of the child(ren) concerned to ensure their welfare is safeguarded.

7.2 Government Guidance

It is a requirement that all incidents involving a physical intervention by a member of staff as outlined above, must be recorded appropriately. If not already part of an agreed Individual Behaviour Management plan, such incidents should also be reported to the relevant team leader and a report made to the school (See Appendix 1: *Recording Accident/ Incident Proforma*).

7.3 Keeping Safe & the Right of Self Defence

Where staff are vulnerable to injury i.e. in 1:1 situations where staff are alone and threatened with assault or other people are being attacked; then there is an emphasis on keeping oneself safe and where appropriate the right to use self defence.

This may include:

Getting away to call for help and assistance or failing this

Using "breakaway techniques" and using "reasonable force" to prevent injury to self or others.

(Reasonable force is not easy to define but must be the minimum force necessary to prevent harm to the staff and the child.)

The use of breakaway skills may be needed to prevent injury to self or others; either to get away or to get help to deal with the situation more safely.

Self defence differs from both retaliation and punishment, **neither of which is acceptable**.

8. Post incident support and debriefing

8.1 Children

Wherever possible, following any difficult incident, the child involved should be given the opportunity to talk through and reflect on the circumstances which led to the incident. The purpose of this meeting is to explore with the child, responsibility for what has happened and to identify alternative strategies to avoid similar situations occurring in the future.

Judgement needs to be made on the timing of the interview – balancing the need to allow sufficient time for the child to calm down fully without allowing too much time to pass so that the interview loses its immediacy and impact. It is also important to think about who should conduct this interview. Ideally it should be the staff who was directly involved in the management of the incident. It should be recognised also that the interview may have to be conducted by a person who has a good relationship

with the child and who is seen as credible, fair and authoritative, if the member of staff is unable to conduct the interview- (ie, taking time out from the situation, too upset/ or angry).

8.2 Staff and volunteers

i) SMS SLT have a duty to ensure the health and safety of all employees and to provide such information, training and supervision as is necessary to ensure their health and safety, (s2 Health and Safety at Work Act 1974). Employees also have a duty under this legislation to take reasonable care of the health and safety of themselves and others who may be affected by their acts at work and to co-operate with the employer so far as is necessary to enable its duties to be performed or complied with.

) Staff will be supported in dealing with challenging behaviour and control issues. This is an area where staff may feel anxious and vulnerable to complaints and allegations as well as sometimes the threat or reality of violence. Where such concerns exist, staff should raise these at the earliest opportunity, with their manager.

While SMS Coaching expects the highest standards of professional practice, it is essential that staff are not immobilised from dealing with challenging situations by worrying whether they are doing the right thing, whether there will be a complaint or whether they are trespassing on the children's rights.

iii) SMS Coaching will fully support staff in the exercise of appropriate management of children, provided the following conditions are met:

a) That they themselves have acted reasonably with due restraint and with as much considerations as possible. It is recognised that some control decisions have to be made very quickly, almost spontaneously, under great pressure. The SLT does not expect staff to "get it right" in every conceivable situation. They do however expect them to act reasonably, responsibly and professionally.

b) That they have acted from a genuine concern for the safety of the child and others, and not for their own gratification or convenience.

c) That they have acted in accordance with the overall Behaviour Management Policy statement and guidelines.

d) That all incidents are properly reported and recorded. (See Appendix 1 *Recording Accident / Incident Proforma*)

It is clearly not possible to give any blanket guarantee of support to staff irrespective of the circumstances or their actions. Nevertheless SMS Coaching emphasis is on supporting them in the difficult decisions they have to make.

8.3 Complaints

How challenging behaviour is managed may not always be carried out by staff in appropriate manner. The child may be particularly distressed or feel that they have been treated unfairly or inappropriately.

It is important in safeguarding and promoting the welfare of children that staff give them every opportunity to comment on their experiences and make complaints if they so wish. (refer to the centre's complaints policy).

Children who attend SMS Coaching should be made aware of the complaints policy and procedures and be given information about how to make a complaint and to whom they can talk to if they are unhappy about anything they experience within the centre.

If a child (or the parent of a child) wishes to make a complaint about the way in which they have been treated then this will be taken seriously and investigated thoroughly, in line with the Child Protection and Complaints procedures. In these circumstances, arrangements will be made to ensure that the staff member who is the subject of the complaint receives appropriate advice and support.

Where any allegation of the maltreatment or abuse of children by staff is made by a child, another member of staff or any other person, the allegation must be referred to the Appropriate Agencies.

It is important to acknowledge also that staff have a right to complain if they feel aggrieved by the support or lack of support they have been offered by the school. Again, such complaints will be taken seriously and investigated in line with SMS Coaching procedures.

9. THE INVOLVEMENT OF THE POLICE:

9.1 Whilst it is hoped that the involvement of the Police will be exceptional, SMS recognises there will be times that this will be necessary. If the behaviour management strategies laid out in this guidance and behaviour management plans have not resolved a situation, staff should involve the police, if it is the only safe way to protect themselves or others from assault or property, from serious damage or, to prevent a crime. Staff managing potentially aggressive and dangerous behaviour will attempt to deal with this by .

SMS Coaching recognises the right of individual staff to press charges of assault, damage to or theft of personal property against children/young people or their parents.

Children/young people should expect that, if they are involved in criminal behaviour, depending on the wishes of the victim, the police may be informed. This does not of course mean that the young person will be prosecuted, and the full range of available diversion from prosecution strategies will be considered.

Whilst trying to protect children/young people from endangering themselves it may be necessary for staff to let children go, stating that they will call the police. This may be necessary if the staff member is being seriously threatened or assaulted.

Where there is a likelihood of staff needing to involve the police, details of the circumstances and actions to be taken should be clearly detailed in the child's Individual Behaviour management plan. The circumstances and consequences should be discussed with the child or young person concerned.

10. RECORDING

In order to establish clear outcomes from any behaviour management plan it is important to ensure incidents of concerning behaviour are clearly recorded, reported on (where appropriate) and analysed. This is to ensure the effectiveness of any interventions are evaluated and adapted if necessary. It will also ensure the progress of any child or young person working through periods of difficulty is recognised. It is also important to ensure that any pattern of risk, either to children or staff is not emerging, and where they are action is taken promptly.

Clear and accurate recording helps all involved in working and caring for a child analyse and act upon all the factors which may be influencing that child's behaviour.

Wherever possible children should be included in any discussion about expectations or "rules" and agree on what sanctions would apply to poor behaviour.

10.1 Any incident recording format should include:

- A brief but accurate description of the incident including "where was the child?"
- Who was present?
- How did it happen?
- What action did you take
- Is there anything that can be done to prevent this happening again?
- Date, time etc.

(See Appendix 1: *Recording Accident / Incident Proforma*)

10.2 Day to day behaviour management issues are clearly part of the everyday interactions with the children we work with. However there may be circumstances where behaviours become more frequent and/ or more challenging. In these circumstances consideration should be given to monitoring and reporting such in a more regularised way.

This could include:

- Through the child's Individual Behaviour Management Plan (IBMP), agreeing a particular strategy for dealing with behaviour and recording its effectiveness.

However, even though we may be dealing with a child's negative behaviours it is important to continue to reward the positive ones!

10.3 It is unfortunate, but from time to time, more serious incidents may occur. When they do they can be traumatic for all concerned, particularly if they are not predicted or out of character. When such incidents do occur the following factors should be considered by staff and appropriately recorded:

The build up to the incident:

- What happened immediately before that led up to this incident? e.g. was the child not getting his/her own way, or not wanting to do as required, were difficult issues being raised by an adult with the child?

The child's behaviour:

- What exactly did the child do, how did he/she respond to the incident? Did violence or damage to the property continue or was there a cooling down period?

The consequences of the incident:

- How was the incident handled? Was the child sanctioned? Has this caused a disruption in the school? What are the sanctions used?
- Wherever possible and appropriate, the child should be involved in discussions.

(See Fig 1: *Individual Behaviour Management Plan*, page 8) Behavior Policy SMS Coaching

10.4 The recording and monitoring of incidents of challenging behaviour are important for several reasons:

a) The child's Individual Behaviour Management Plan should be adapted to help prevent further incidents.

b) There may be lessons for the staff's own professional development and training needs.

c) The school will monitor such incidents on a regular basis for service development purposes. Serious incidents must be reported to the Head Teacher. 24 hours (See Appendix 2- *Critical Incident Report*).

10.5 All occurrences of staff facing difficult or challenging behaviour and its monitoring must be properly acknowledged and acted upon by staff and the school. The aim of this monitoring process will be for lessons to be learned to reduce challenging behaviour and promote the safety of both children and staff.

11. STAFF TRAINING

Training for SMS Coaching staff in managing behaviour is based on the approach recommended by the Safeguarding Office. Individual behaviour management is discussed with staff by the managing director and is understood from their referral documents.

12. LINKS WITH OTHER ORGANISATIONS AND AGENCIES

It is crucial that SMS Coaching develops open and transparent working relationships with other key organisations, recognising when and how to request their support and assistance in the management of challenging behaviour. Staff should be clear about the role of the Police and Social Services and when it is appropriate to seek their services (as outlined in section 9).