

Physis- a Greek word meaning the natural energy for growth, change and development.



## Physis Heathgates Academy – Behaviour Policy

*As with many of the Academy policies, there is a great deal of cross-over with the policies of Residential Care and Therapy within The Physis Group. In the case of this policy you will see that The Management of Behaviour policy has been added to the school's Behaviour policy so that all education staff are able to provide the continuity from within the homes – the policy which relates to the Academy should therefore be read and implemented in conjunction with that of the homes.*

Physis Heathgates Academy seeks to create a happy, secure and stimulating environment in which all can experience success and realise their unique potential.

- To raise people's self-esteem, so that they are able to make the most of their abilities and talents,
- To foster a sense of curiosity and a love of learning, so that all will develop a determination to *achieve* and succeed,
- To work in Partnership with parents, other schools and the wider community, to promote a more inclusive education system and a sense of citizenship,
- To promote Independence and encourage intellectual, emotional, spiritual and *healthy* growth, so that everyone can become lifelong learners,
- To work together in an atmosphere of trust and mutual Respect, so that all feel equally *safe* and valued,
- To provide a challenging and Enriching curriculum which addresses individual needs.

The SLT and staff believe that all members of the school community should:

- Show respect for one another
- Avoid confrontation by approaching conflict and challenging behaviour constructively
- Work together to enhance everyone's self-esteem

It is our aim to promote positive behaviour in our pupils so as to:

- establish a stable and safe social and learning environment
- develop the self-discipline of our pupils by encouraging them to be responsible for their own behaviour and understand that their actions have consequences
- show appropriate respect for the school environment and its resources

**Roles and Responsibilities:****1. Proprietor**

The Proprietor will ensure that there is a Behaviour Policy in place and review its implementation annually.

**2. Headteacher**

The Headteacher will oversee the review and implementation of the Behaviour Policy, evaluate its success periodically with staff, and report to the Proprietor at least annually on its implementation.

**3. Senior Leadership Team**

Members of the Senior Leadership Team will ensure that:

- The Behaviour Policy is active in their areas and that areas of concern are shared with their staff.
- Staff are supported in implementing strategies to support pupils.
- Behaviour Management Plans are in place for pupils needing extra support
- The BMPs are regularly monitored and evaluated.
- Training is offered and up to date for all staff.

**4. Whole School Staff**

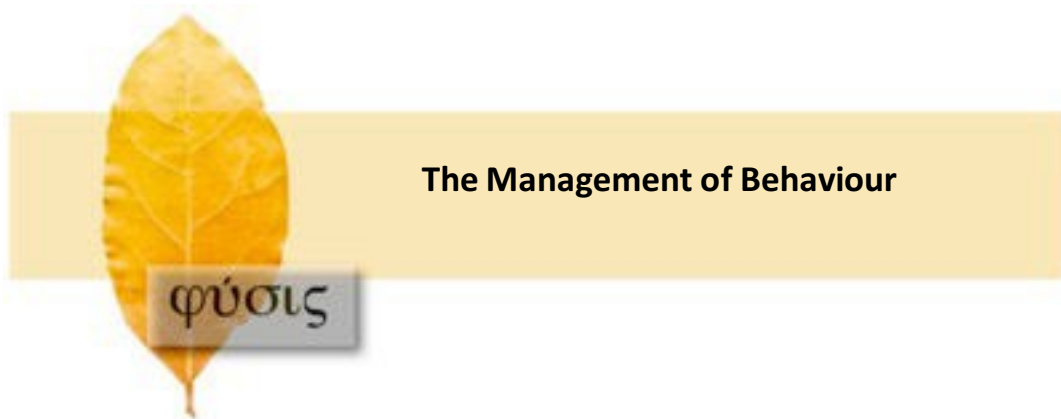
All school staff will work together to implement the Behaviour Policy, using a consistent approach and acting as positive role models. This policy has been put together in consultation with all school staff and parents who have all had the opportunity to share ideas, strategies and best practice.

**Consequences**

It is also important for pupils to learn that there sometimes need to be consequences for their behaviour. Staff at Physis will always ensure that an appropriate consequence follows an incident.

Consequences can take the form of the following;

- Completing tasks
- Limited access to outside space
- No availability of car
- Assisting with repairs
- Differentiated activity space
- Restorative meetings



The following policy is to be implemented in the school and homes.

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## 1. Introduction

1.1 This policy document is intended only for the use of the employees of Physis Quantum and should be treated as confidential.

1.2 Distribution outside of Physis Quantum should only occur with the written consent of the CEO.

1.3 All Physis Quantum employees are expected to read this policy and their understanding of this policy will be assessed during the Induction Process, regularly during Supervision, and during mandatory training events.

1.4 Employees will be expected to abide by and work within this policy framework at all times, both during and after their employment, as stipulated in their Contract of Employment.

## 2. Policy Statement

2.1. **Physis Quantum** are committed to making *our services* a place where staff, children and young people can all thrive - living, working and learning in a clean, safe and healthy environment committed to improving the outcomes for children and young people.

2.2. 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 cared for in ways that are sensitive to their needs.
- b) Provide safeguards for the staff team in delivering this rewarding, though sometimes difficult, responsibility.
- c) Ensure that the safety of children, young people and staff is treated as equally important.

2.3. This policy and practice guidance sets out a framework for looking after and providing services to children and young people who from time to time display challenging behaviour to:

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

2.4. This policy and practice guidance is consistent with both the law and the expectations of the current regulatory bodies.

2.5. Research suggests that the best outcomes for children and young people is achieved if staff teams adopt an authoritative but caring style in which:

- a) High levels of warmth are accompanied by high levels of control e.g. where staff set high expectations of behaviour and may hold the child or young person on occasions to give comfort or control.
- b) The limits of acceptable behaviour are clearly identified and the child or young person is helped to behave within them.

### **3. Behaviour Management Policy - Statement and Guidance**

3.1. This policy identifies the style of care and support *Physis Quantum* is committed to and that which it expects its employees to promote at all times.

3.2. This document sets out *Physis Quantum's* expectations in relation to positive behaviour management and provides members of the staff team with advice and guidance on how these expectations are to be met.

#### **3.3. Encouraging Positive Behaviour**

3.3.1. The Children Act 1989 places a general duty on Physis Quantum to safeguard and promote the welfare of children and young people we support.

3.3.2. This position is reinforced through the guidance to the Act in Volume 4 (Residential Care) and sets out its expectations in relation to the behaviour management of children who are looked after.

3.3.3. In addition, the Human Rights Act 1998 requires that children are treated fairly, have their rights respected and are free from harm and discrimination.

3.3.4. It is important that members of the staff team recognise that difficult and sometimes challenging behaviour is part of the natural process of growing up and is not a product of being a child who receives services from a local authority.

3.3.5. It is a key-parenting task to help children and young people develop self-control. However, many young people who are receiving our services have experienced either neglectful or abusive parenting with lack of warmth or control and with high levels of criticism and punishment.

### **3.4. Understanding Children and Young People**

3.4.1. Difficult or challenging behaviour in children and young people can occur for a number of reasons:

- a) As an inappropriate 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.

3.4.2. It is helpful if staff team members can understand the causes of the child or young person's behaviour and provide them with the help and support they need to manage their difficulties in a more acceptable way.

3.4.3. When working with or caring for children and young people with challenging behaviour it is useful to bear in mind the following principles:

- i. The age of the child or young person and an understanding of their emotional maturity.
- ii. That the object of positive behaviour management is not to punish - or to keep the child or young person under control - but to help them learn how to behave more acceptably.
- iii. Challenging an undesirable behaviour should not lead to emotional distance between the child or young person and members of the staff team.
- iv. No matter how difficult or challenging the child or young person's behaviour - members of the staff team should never resort to similar behaviour (members of the staff team will receive training in regard to their need to know their rights to keeping themselves safe).

- v. The more members of the staff team can understand a child or young person's behaviour as the more able they are at meeting their needs in a fair, balanced and even handed way - the less likely they are to encounter control difficulties.

### **3.5. Establishing the Limits of Acceptable Behaviour**

#### **3.5.1. Boundaries:**

- i. Children and young people need clear boundaries and to know what is expected of them. At an early stage following admission, members of the staff team should meet with the child or young person (and their social workers, parents/carers, other professionals, as appropriate) to discuss the expectations of *the service*.
- ii. The key points of a positive behaviour approach are that:
  - a. These expectations are discussed with the child, young person and their family so their views can be taken into account.
  - b. Members of the staff team should be honest about any non-negotiable issues, such as offensive language and violent behaviour. 'Anything' does not go.
  - c. Expectations need to be realistic and children and young people need to be helped to express their emotions positively and to be understood.
  - d. It is likely that children and young people will need to be periodically reminded of these expectations – some children and young people may initially need almost constant reminding, support and reassurance as they settle into *the service*.
- iii. Some children and young people may need extra help to behave in line with expectations as their life experiences before arriving at *the service* may have been full of stresses and demands that are hard for a child or young person to manage. They may also be experiencing a range of disabilities and special needs that affect their behaviour, social skills and understanding.
- iv. It is important that members of the staff team hold realistic expectations for children and young people that reflect their developmental age and capabilities.

- v. Members of the staff team will recognise that children and young people experiencing any kind of pressure can experience and present a range of strong feelings and emotions and that they can be helped to behave in more socially acceptable ways when adults acknowledge that their feelings are legitimate, that is, you are prepared to talk about those feelings but that the way the emotions were expressed, for example, hitting out or saying something very hurtful to another child or young person is not acceptable.
- vi. Children with a range of disabilities and special needs may experience difficulty in making themselves understood and subsequently 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 or young person and use communication methods appropriate to the child or young person's needs.

### **3.5.2. Diversity – Working with Children and Young People from Different Backgrounds**

3.5.2.1. It is important that the services children and young people receive - including those which seek to change, control or modify behaviour - are applied equally and without discrimination to ensure that there is fair access.

3.5.2.2. When we work with children and young people from a range of different backgrounds or communities we will ensure that services respond flexibly to meet the diversity of need and the following points will be considered when formulating behaviour plans, that is:

- a.Children, young people and families from different cultural and ethnic backgrounds may have different expectations or standards of behaviour as cultural norms.
- b.Our use of language – and its meaning - should reflect our commitment to avoiding conflict by using language or words which may be open to misinterpretation for different groups within society.
- c.When informing children and young people about the expectations of behaviour and consequences, etc. we will ensure that the language and/or



communication methods used are appropriate to that child or young person's needs.

### **3.5.3. The Rights and Responsibilities of Children and Young People**

#### 3.5.3.1. Children and young people have the right to be:

- Listened to.
- Involved in decision-making.
- To be respected.
- To contact with their families and significant others – unless this is clearly contra-indicated and agreed with the Placing Authority and subject to regular review.
- To respect for their race, culture, language and religion.
- To be prepared for their future.
- To information about how to complain and to independent legal redress.
- The right to concerned and consistent adult care including effective and appropriate control, even if they do not accept it at the time.

3.5.3.2. Taking into account the age and understanding of the child or young person - it is important that they are given the opportunity and support necessary to learn that whilst they have rights they also have responsibilities. They also need to be helped to respect the rights and responsibilities of others, that is, peers, staff and the wider community.

#### 3.5.3.3. Rights and responsibilities go hand in hand and therefore:

- Children and young people have the right not to be ill-treated and the responsibility not to ill-treat or harm others.
- Children and young people have the right to be heard and the responsibility to listen to others.
- Children and young people have the right not to be put at unreasonable or unnecessary risk and the responsibility not to put others at unreasonable or unnecessary risk.

- Children and young people have the right to live free from verbal or physical intimidation and bullying and the responsibility not to intimidate or bully others.
- Children and young people have the right not to be discriminated against and responsibility not to make discriminatory remarks or take discriminatory action against others.

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

#### **4 Developing Relationships Between Children, Young People and the Staff Team**

4.1 Children and young people learn how the world works - and their role within it - mostly from the adults who care for them. They ordinarily do this on the basis of trusting and caring relationships with their parents. Unfortunately most of the children and young people who receive services 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 earlier placements and these experiences may have left them anxious and mistrustful of adults and they may have limited ability or inclination to accept further relationship with adults. As a consequence, it is not unusual for children or young people to test out members of the staff team (particularly new members of the staff team) with difficult, non-compliant and sometimes challenging behaviour for a number of reasons:

- To test out staff member's robustness before risking attachment.
- To feel safe and to keep members of the staff team at an emotional distance.
- To retain a sense of power and control (pseudo-independence).

4.2. The way in which the staff team respond to these behaviour is vital to helping the child or young person develop successful behavioural strategies and It is important that the staff team recognise the behaviour for what it is and understand that even though it may be hurtful and directed towards them, it is not personal. Rather, it is the product of the child or young person's past experience and a means of testing out a potentially risky investment in a new relationship with members of the staff team.

4.3 Members of the staff team will be expected to always seek to maintain relationships with children and young people that are positive and based on mutual respect. When Members of the staff team intervene with children or young people as a result of their behaviour, they should do so in a way that clearly differentiates disapproval of the behaviour from disapproval of the child or young person themselves.

4.4 It is very important that members of the staff team understand and appreciate the need to take the initiative to sustain relationships with children and young people who may initially present as resistant to establishing such a relationship – and members of the staff team are expected to achieve this by:

- Displaying a genuine commitment to sustaining positive, caring and supportive relationships with children and young people who present challenging behaviours.
- Being clear about what children and young people can expect from the members of the staff team, what the staff teams responsibilities are, and how they will be discharged.
- Demonstrating an understanding of the child's or young persons difficulties and reassuring them that the staff team want them to succeed, are on their side, and will continue to be there when things go wrong as well as when they are going well.
- Understanding that mutual respect and confidence has to be earned – even though the staff team are under a duty to always demonstrate genuine respect to children and young people placed within our services– and recognise that it may take time before it is returned by a child or young person.
- Establishing and demonstrating what is fair.
- Being clear about issues of confidentiality. Not making promises they cannot keep.
- Demonstrating integrity by always being truthful, consistent and reliable.
- Accepting that children and young people may initially struggle to demonstrate or maintain integrity – but this is never perceived as permanent.

- Modelling appropriate behaviour and self-discipline.
- Express feelings appropriately whilst clearly demonstrating care and concern.
- Not retaliating when provoked (remember who is the adult) and apologise if wrong.
- Talking to the child about their behaviour (if it is a problem) and explaining the benefits of change – explaining that you care too much about them as an individual to let their unacceptable behaviour continue and what you will do to help them change.
- Always making sure the child or young person's needs are being met - members of the staff team need to 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 and ensuring that all interactions are positive and promote the child or young person's self-esteem.

## **5 Positive Reinforcement**

5.1. Many children and young people whom we work with will 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.

5.2. The expectation of *Physis Quantum* – as established in the National Minimum Standards - is that members of the staff team will develop positive and supportive relationships with the children and young people they support and that these children and young people will generally be managed through the positive reinforcement of appropriate and desirable behaviours.

5.3. Even before a child or young person is placed within our services we will be committed to discussing and negotiating our expectations concerning acceptable and appropriate behaviour – as it should never be assumed that a child or young person knows instinctively how to behave in acceptable ways or understand general expectations of behaviour. They may never have learned how to control their behaviour nor recognise how profitable self-control can be. It is a key task of the staff team to teach children and young people how to behave appropriately. The most effective way to achieve this is by always being aware of their own behaviour and modelling appropriate responses to a range of situations. They can also provide consistent feedback to children and young people on their behaviour and how it impacts upon others.

5.4. As children and young people attempt to manage their behaviour they need encouragement and support both to reward their efforts and to promote further change. Members of the staff team need to remain optimistic that things can change whilst remaining realistic about how long this might take. They must also resist the temptation to be negative - and should expect some setbacks, shortfalls and mistakes - 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, members of the staff team should praise and encourage the desirable behaviour, no matter how little of it has been displayed. It is important that members of the staff team always bear in mind, when dealing with children and young people who present with difficulties of self control, that the object of the exercise is to promote change and help these youngsters manage their behaviour more successfully and is not simply about maintaining control.

## **6. Positive Preventative Strategies**

6.1. The best way of dealing with a difficult situation is to prevent it happening in the first place. A clear strategy for preventing negative behaviour is to thoroughly assess the behaviour and needs of all child and young people we support.

6.2. Risk Assessments will be undertaken prior to admission and on a continuing basis throughout the duration of a child or young person's placement with *Physis Quantum* and these will form the basis of a clear and agreed Behaviour Management Plan for each child and young person in placement.

6.3. Wherever possible these Behaviour Care Plan will be drawn up and agreed with the child, young person and their parents and/or carers - and any other person or agency who know them well. It is our belief that involving the child or young person helps them to discuss all their strengths and interests as well as recognise their negative behaviour and how they can develop more self-control.

## **7. Verbal and Non Verbal Skills**

7.1. Members of the staff team will be aware of the impact of both verbal and non verbal feedback to children in developing positive behaviours and should actively seek out opportunities to acknowledge when something has been positively attempted or achieved. Similarly, members of staff should never miss an opportunity to say something positive and acknowledge a child or young persons behaviour whether or not they succeed at a particular task or behaviour – and always acknowledge and thank a child or young person when they comply with a request.

7.2. Members of the staff team will also regularly undertake tasks and activities alongside children and young people in order to provide encouragement and support – and where a child or young person needs to receive constructive negative feedback on their behaviour they will be told what is wrong with what they are doing and why and what would be more useful and constructive response in order that over time they will develop a range of alternative responses to things they have struggled to deal with in the past.

7.3. Members of the staff team will be trained in using a range of facial expressions and gestures to signal a positive attitude towards children and young people and their approval of their behaviour. Such things as nods, smiles, eye contact and 'thumbs-up' signs are all effective means of conveying positive regard. An occasional “well done” note can provide useful non-verbal feedback to young people trying to bring their behaviour under control.

## **8. The Prevention of Challenging Behaviour**

The priority for all members of the staff team faced with challenging behaviour is to try to stay calm and defuse the situations as the right intervention may prevent deterioration into violent or destructive behaviour, that is:

- The use of verbal reassurances can calm a child or young person and allow for a 'cooling off' period.
- Children and young people can be helped to recognise their own 'triggers' and prevent further incidents.
- Members of the staff team can try to use positive, preventative, calming, diffusing and problem solving skills first, for example:
  - Good eye contact.
  - A calming tone.
  - Listening to the child or young person.
  - Allowing them space and a chance to express themselves.
  - Giving space and privacy – unless contra-indicated.
  - Positive reinforcement.
  - Consistency in communication.

## **9. Use of Sanctions**

9.1. The National Minimum Standard 22 (Children's Homes – Care Standards Act 2000) states, "*young people are assisted to develop socially acceptable behaviour through encouragement of acceptable behaviour and constructive responses to inappropriate behaviour*". It also refers to expectations about behaviour being clear to children and young people and that they are made aware of the consequences of unacceptable behaviour (that is - what sanctions are to be applied and in what circumstances). Physis Quantum applies the principles behind this standard.

9.2. Research suggests that over-reliance on the use of sanctions has little long-term benefit in helping children and young people change their behaviour. At best, the use of sanctions may teach them what not to do, and suppress undesirable behaviour for a short while.

9.3. Many people equate the use of sanctions with punishment but this is a mistake and it is important that members of the staff team remain aware at all times that punishment has no place whatsoever within our services - as sanctions should be seen as

a positive means of allowing children and young people to confront the consequences of their actions and providing an incentive to reflect on and change their behaviour.

9.4. While children and young people often accept that undesirable behaviour should have consequences, they resent the impositions of sanctions arbitrarily imposed upon them, and to overcome this members of the staff team need to talk to children and young people about reasonable expectations in terms of their behaviour and explain to them the possible consequences of not meeting these expectations. Members of the staff team can then negotiate with the child or young person (when they are calm and in control) what a reasonable sanction might be in certain circumstances and the child or young person will then 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 or young person will then learn to take responsibility for their actions and in the long term, change their behaviour.

9.5. When carers use sanctions they need to ensure that they meet the following criteria:

- They are proportionate and appropriate to the unacceptable behaviour.
- Relevant to the child or young person's age, understanding and overall care plan.
- Realistic, enforceable and achievable.
- Timely and applied as soon as appropriate after the unacceptable behaviour is discovered.
- Not disruptive to other children or young people within our services.
- Applied consistently and fairly.

9.6. When imposing a sanction members of the staff team should ideally express their regret and make it as easy as possible for the child or young person to comply – always remembering that the staff team and the child or young person are on the same side and that what is wanted is for the child or young person to change their behaviour, not simply to come under control. However, when a child or young person chooses to behave in a way that attracts a sanction, it is important that they routinely and consistently receive one – otherwise the threat of a possible sanction becomes ineffective.



## 10. Permissible Sanctions

It is permissible for members of the staff team acting on behalf of *Physis Quantum* to use the following sanctions – as appropriate to the child or young person’s age and care plan:

- Increased supervision – both within our services and outside or in other settings.
- Verbal reprimand – this can be mild or severe. It is acceptable for members of the staff team to raise their voice and use a firm tone, but it is not acceptable to shout at child or young person or to use threatening or demeaning language or behaviour.
- Curtailment of leisure activities – these should be relevant, timely and time-limited.
- Additional household chores – the tasks should be achievable by the child or young person, not demeaning and should be proportionate to the behaviour.
- ‘Time-outs’ in safe parts of our services– albeit increased staff supervision will be necessary during these periods.
- Reparation payments – (not fines) – to compensate for damage to property or theft. These should be no more than 50% of the child or young person’s allowance up to an agreed limit. This money is not to be refunded.
- Grounding – not allowing the child or young person to leave *our services*. Only under very specific circumstances can a member of the staff team prevent a child or young person from leaving our services by locking doors or the use of restraint.

## 11. Guidance on Permissible Forms of Control

11.1. The following do not constitute a restriction of a child or young person’s liberty, although they must of course be compatible with fire regulations and precautions:

- a) The locking of external doors at night, consistent with normal domestic security.
- b) The locking of external doors in the day where the purpose is to prevent intruders from gaining access to the group and where the children and young people present a risk to themselves if they leave the building, for example, no road sense.
- c) It is permissible to restrain a child or young person temporarily if they are likely to endanger themselves, for example, committing a criminal act or to misuse illegal drugs

## 12. Prohibited Sanctions

These are sanctions that must never be used within our services:

- Corporal punishment – any act intended to cause pain, including hitting, rough handling, pinching, biting etc.
- Use of disrespectful or abusive language – children and young people 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 – including not providing food and drink which is normally made available to a child or young person or making them eat food they dislike.
- Restrictions on visits or communication with family or friends except in circumstances when there are concerns about risk or harm. In these cases restrictions should be agreed in the child or young person's care plan and therefore is not a sanction.
- Intentional deprivation of sleep.
- Withholding medication or dental or medical treatment.
- Enforced isolation – although requiring children or young people to take time-out in their room for a short period is acceptable.
- Restriction of liberty – it is illegal to lock children or young people into a building or to otherwise restrict their liberty. In certain circumstances members of the staff team can refuse children and young people permission to go out. This does not confer a right for members of the staff team to restrain a child or young person unless to prevent danger to themselves, others or property.
- Requiring children or young people to wear distinctive or inappropriate clothing – intended to either demean, humiliate or discourage absconding.
- The imposition of fines – apart from fines imposed by a Court.
- Intimate physical searches – it is unacceptable to ask a child or young person to turn out their pockets or bags. If there are concerns about concealed drugs, weapons or contraband the Police should be called. It is not legal to detain a young person while awaiting the arrival of the Police. It is permissible to search a young person's room in exceptional circumstances.

### 13. The use of Restraint, Physical Interventions and the Law

13.1. Children Act guidance has clearly established the following practice principles relating to any use of physical intervention or restraint – which subsequently underpin all policy and Practice within *Physis Quantum* services, that is:

- It is a requirement that all incidents involving a physical restraint or intervention must be recorded appropriately (Children Act 1989 Regulations and Guidance; Care Standards Act 2000).
- If not already part of an agreed behaviour management plan, such incidents should also be reported to the relevant senior manager.
- Physical Interventions (Holding or Restraint) refers to the use of appropriate physical means in which a member of the staff team needs to control a child or young person's behaviour by holding on to them.
- It is always expected that this will be an exceptional method of control and any situation where restraint is being frequently used must be reviewed as a matter of urgency.

13.2. Physical Restraint or Intervention should play a very minor role in the control of children and young people within our services and must always be in line with the guidance established in **“Permissible Forms of Control in Children’s Residential Care”**<sup>1</sup>. This guidance defines physical restraint as **“the positive application of force with the intention of overpowering the child”**. *Physis Quantum*, however, are committed to promoting safe touch, holding and restraint that enables members of the staff team to **“make movement safe”** rather than to **“overpower”** the child or young person.

13.3. Through the use of techniques and approaches detailed and agreed in the training provided by *Physis Quantum* - all members of the staff team will be shown how to appropriately care for children and young people using physical skills in both standing and sitting positions. All training for members of the staff team at *Physis Quantum* is based on the approach recommended by NFPS – with the intent of any physical

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<sup>1</sup> And all guidance subsequently issued For example: DFEE Circular Number IO/98 Section 550A of the Education Act 1996: The Use of force to Control or Restrain Pupils July 1998; Letter from Chris Wells to Chief Education Officers on the Use of Positive Handling Strategies, sent 24th April 2001; Framework for Restrictive Physical Intervention Policy and Practice - March 2005 (Welsh Assembly); SAFEGUARDING CHILDREN – The second joint Chief Inspectors’ Report on Arrangements to Safeguard Children - June 2005; Working Together to Safeguard Children - A guide to inter-agency working to safeguard and promote the welfare of children - HM Government 2006; DfE: Use of reasonable force (updated: 11 July 2011).

All these documents are available to staff team members within our services in the Online Library.

intervention (holding or restraint) being to calm a situation, prevent escalation and keep children, young people and the staff team safe.

#### **13.4. Restraint (Physical Intervention)**

The principles relating to the use of any physical intervention may be summarised as follows:

- i. A members of the staff team should have grounds for believing that immediate action is necessary to prevent a child or young person from significantly injuring himself or others, or causing serious damage to property.
- ii. Staff team members should take all necessary steps in advance to avoid the need for physical restraint, e.g. through calm discussion.
- lii Children and young people should be given a clear verbal warning that physical restraint will be used unless their behaviour improves.
- iv. Only the minimum level of force necessary to prevent injury or damage should be used.
- v. Every effort should be made to ensure that other members of the staff team are present before using restraint. These staff can help with minimising the restraint, provide contemporaneous recording of the incident, and act as witnesses to the restraint if this is necessary.
- vi. As soon as it is considered safe to do so, the restraint should be gradually released to allow the child or young person to regain self-control.
- vii. Restraint should always be used as an act of care and control, not punishment.
- viii. Members of the staff team will be trained in physical skills including the use of safe touch, holding, restraint and breakaway skills. All these skills are based on a balance between “acceptability” and “effectiveness” and are acts of care.
- ix. Members of the staff team may be justified in holding or restraint if:
  - a) A child or young person is in imminent danger of significant self-harm through his/her own actions.
  - b) A child or young person is placing others in imminent danger of significant harm through their actions.
  - c) A child or young person is about to cause - or is causing - serious damage to property.
- x. Physical restraint should not be employed by any member of the staff team to:
  - Retaliate for any reason.
  - Punish the child or young person.

- As any kind of treatment or therapy.
- For convenience.
- To instil fear.

### **13.5. Safe Touch and Holding**

13.5.1. Members of the staff team may find the use of positive touch beneficial if a child or young person is upset or becoming agitated. Examples of positive touch may include:

- A cuddle.
- An arm around the shoulder.
- Holding hands.
- Stroking heads and / or arms.
- Gently holding an arm.
- Guiding away.

**This is not an exhaustive list but offers examples.**

13.5.2. All safe touch strategies must be discussed with the Project Manager and regularly reviewed in relation to each child or young person in placement as it is very important that members of the staff team have full information about the significance to the particular child or young person of physical contact with adults, particularly if:

- 1) Previous abuse has occurred.
- 2) Cultural factors determine unacceptable forms of physical contact.

13.5.3. It is generally much safer for all concerned that demonstrations of physical affection or comfort are made in the vicinity of others and children and young people should always be appropriately dressed (e.g. not in night clothes unless also wearing a dressing gown)

13.5.4. Bedroom doors should be propped open when members of the staff team are settling or calling children and young people.

13.5.5. Other important principles of practice include:

- i. Permission should be sought from a child or young person before any physical contact is made. Where the child is very young, there should be a discussion with the parent or carer about what physical contact is acceptable and/or necessary.

Children have a right to say no to physical contact and their privacy must be respected.

- li However, in circumstances where a child or young person is, in the judgement of the staff team, endangering or about to endanger themselves or other people, establishing safety is a paramount concern. In these circumstances the child or young person's wish not to be touched may have to be set aside to make the situation safe.
- iii. In all circumstances, members of the staff team should only touch children or young people in ways which are appropriate to their professional or agreed role and responsibilities.
- iv. Affection should be based on the child or young person's need and not those of the adult. Physical contact should never be secretive, or for the gratification of the adult, or represent a misuse of authority. If an adult believes that their action could be misinterpreted, or if another person as being inappropriate or possibly abusive observes an action, the incident and circumstances should be recorded and reported to the Project Manager. If the Complaint concerns the Project Manager then the incident should be reported to the Director of Operations immediately.
- v. If physical contact makes either party feel uncomfortable, the staff member should gently disengage from the contact.

#### 13.5.6. Using Safe Restraint (physical interventions) Effectively

13.5.6.1. During holding and restraint it will be helpful if members of the staff team:

- a) Communicate with the child or young person calmly, encouraging him to relax and become calm.
- b) Talk through the incident, explaining what you are doing, making it clear that holding or restraint will stop as soon as the child or young person regains self control.
- c) Remain calm themselves to avoid overstepping safe limits.
- d) Use two members of the staff team – where possible- to increase the level of safety for the child or young person and themselves.
- e) The more confident members of the staff team are in safe touch, holding and restraint, the less likely they may need to employ such techniques.

f) Confidence allows members of the staff team to move from touch, to holding - and if necessary to restraint and then to reverse the process as the child or young person calms down.

13.5.7. Physical methods that are unacceptable include:

- a. Techniques designed to cause pain or risk of damage.
- b. Flexing or bending joints/twisting limbs.
- c. Restricting breathing or circulation.
- d. Sitting on a child or young person.
- e. Striking a child or young person.
- f. Pinning a child or young person against a wall or furniture.
- g. Ways that could be viewed as sexual.
- h. Locking a child or young person in a room.

#### **14. Children and Young People with Special Needs and Physical Intervention**

14.1. The care of children and young people with special needs is based on the same principles and good practice as for any other child or young person's individual needs.

14.2. For the purpose of this guidance, special needs include:

- Children or young people who have identified medical conditions where physical interventions could precipitate symptoms or aggravate the condition (for example, asthma or epilepsy).
- Any learning difficulty, physical disability or mental health issues.

14.3. When formulating individual care plans for children and young people with special needs particular reference should be explicitly made to any presenting behaviour originating from the child or young person's special needs. Those individuals with previous knowledge of the child or young person may be valuable sources of information and should be fully consulted. Obtaining professional advice and guidance on current behaviour may be important where there is an anticipated need for physical intervention or restraint and effective planning should therefore address:

- Knowledge concerning the child or young person's special needs.
- Understanding the child or young person's health, impairment or medical condition and what impact this may have on their behaviour?

- Is the condition stable, in remission or unstable?
- Who should be contacted for advice and what should be done if the child or young person becomes ill?
- What does the child or young person understand of his condition or disability, and how does he feel about it?
- Are there particular 'trigger' situations or frustrations to be avoided or minimised for the child or young person by members of the staff team?
- Are there any difficulties with speech, hearing or any visual impairments and how might they be overcome or lessened?
- Does the child or young person use any other form of communication?
- Would advice from a specialist be helpful?
- Knowledge or awareness of any physical dependency on others for basic care routines such as toileting, dressing that may routinely require physical handling.
- Knowledge of the origins of any challenging behaviour, for example children with severe hearing difficulties may resist guidance and support through lack of comprehension or a difficulty in communicating their wishes.

14.4. Individual Behaviour Management Plans should be monitored and reviewed regularly to take into account any incidents or developments. Where a detailed risk assessment identifies physical holding or restraint as the appropriate means of keeping a child, young person or staff member safe this should be clearly noted in the agreed Behaviour Management Plan.

## **15. Staff Team Safety & The Right of Self Defence**

15.1. Where members of the staff team are vulnerable to injury, for example, in 1:1 situations where staff members 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.

15.2. This may include:

- Getting away from the situation to call for help and assistance - or failing this.



- Using approved 'breakaway techniques' and using 'reasonable force'<sup>2</sup> to prevent injury to yourself or others.
- The use of approved 'breakaway techniques' may be needed to prevent injury to yourself or others - either to get away from a situation or to get help from other members of the staff team to deal with the situation more safely.
- Self-defence differs from retaliation and punishment and neither retaliation nor punishment are acceptable.

## **16. Post Incident Support and Debriefing**

### 16.1. Children and Young People.

16.1.1. Wherever possible, following any difficult incident, the child or young person involved should be given the opportunity to talk through and reflect upon the circumstances which led to the incident. This is particularly important if a restraint or physical intervention has been used to resolve the situation.

16.1.2. The purpose of this meeting is to explore responsibility for what has happened with the child or young person and to identify alternative strategies to avoid similar situations occurring in the future.

16.1.3. Judgement needs to be made in regard to the timing of the meeting – balancing the need to allow sufficient time for the child or young person to calm down fully - without allowing too much time to pass so that the meeting loses its immediacy and impact. It is also important to think about who should conduct this interview. Ideally it should not be the person directly involved in the physical intervention. It would be preferable if a person who has a good relationship with the child and who is seen as credible, fair and authoritative could conduct the interview.

### 16.2. The Staff Team

16.2.1. **Physis Quantum** have a duty to ensure the health and safety of everyone employed within our services and to provide such information, training and supervision as is necessary to ensure their health and safety (S.2 Health and Safety at Work Act 1974).

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<sup>2</sup> Reasonable force is not easy to define but must be the minimum force necessary to prevent harm to the member of the staff team and the child or young person.

16.2.2. Members of the staff teams within our services also have a duty under this legislation to:

- Take reasonable care of the health and safety of both themselves and others who may be affected by their acts at work.
- To co-operate with **Physis Quantum** so far as is necessary to enable its duties to be performed or complied with.

16.2.3. Members of the staff teams within our services will be supported in dealing with challenging behaviour and control issues. **Physis Quantum** recognise this is an area where members of the staff team may feel anxious and vulnerable to complaints and allegations - as well as sometimes the threat or reality of violence. Where concerns exist members of the staff team should raise these concerns at the earliest opportunity with their supervisor or manager etc.

16.2.4. **Physis Quantum** clearly expects the highest standards of professional practice to be consistently delivered by the staff teams within our services and recognises it is essential that members of the staff team 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 child or young person's rights. To facilitate this consistency in delivery **Physis Quantum** makes the following commitments:

- **Physis Quantum** will fully support members of the staff team in the exercise of the appropriate and effective care and control of children and young people as long as the following conditions are met:
  - The member of the staff team has 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. **Physis Quantum** does not expect members of the staff team to 'get it right' in every conceivable situation. It does expect them to act reasonably and responsibly.
  - The member of the staff team has acted from a genuine concern for the safety of the child or young person and others - and not for their own gratification or convenience.

- The member of the staff team has acted in accordance with the overall Behaviour Management Policy statement and guidelines.
- That all incidents have been properly reported and recorded.

It is clearly not possible to give blanket guarantees of support to members of the staff team irrespective of the circumstances or their actions. Nevertheless *Physis Quantum's* emphasis is on supporting the staff teams within our services in the difficult decisions they have to make.

## 17. Complaints

17.1. When children and young people are seriously out of control physical intervention may be unavoidable, occasionally this may inadvertently results in the child being harmed or injured. It may also be that in these circumstances the child or young person is particularly distressed or experience feelings that they have been treated unfairly or inappropriately.

17.2. It is important in safeguarding and promoting the welfare of children and young people that members of the staff team give them every opportunity to comment on their experiences and make complaints if they so wish – and they should be directed towards the *Physis Quantum* policy relating to **Complaints** and provided with all necessary support in making this complaint.

## 18. Involvement of the Police

18.1. It is hoped that the involvement of the Police will be exceptional – however *Physis Quantum* recognises there may be times that this will be necessary, that is:

- If the behaviour management strategies laid out in this guidance - and behaviour management plans have not resolved a situation – a member of the staff team should call 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.

18.2. *Physis Quantum* recognises the right of individual members of the staff team to press charges against children or young people - or their parents - for incidents of assault, damage to or theft of personal property.

18.3. Children and young people should be informed and 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 child or young person will be prosecuted and the full range of available diversion from prosecution strategies will be automatically considered and supported by *Physis Quantum*.

18.4. Whilst trying to protect children and young people from endangering themselves (e.g. by locking doors or temporarily restraining them) it may be necessary for members of the staff team to let children and young people go and informing them that they will call the police. This may be necessary if the member of the staff team is being seriously threatened or assaulted.

18.5. There may also be other occasions when the police may need to be informed about a child or young person's actions, for example, they are missing, they have breached their bail conditions or other court conditions, etc.

18.6. Where there is a likelihood that members of the staff team will need to involve the police, details of the circumstances and actions to be taken should be clearly detailed in the child or young person's care plan. The circumstances and consequences should be discussed with the child or young person concerned.

## **19. Recording and Monitoring**

19.1. In order to establish clear outcomes from individual care plans and behaviour management plans it is important to ensure incidents of behaviours that cause professional concern are clearly recorded, reported 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 is identified and appropriate action is taken promptly.

19.2. Clear and accurate recording helps all those involved in working and caring for a child or young person to analyse, make informed decisions, and respond consistently in addressing all the factors that may be influencing a child or young person's behaviour.

19.3. It is a statutory requirement (e.g. The Care Standards Act 2000 Children's Homes Regulations) that all incidents involving a physical restraint are recorded and reported – this is, any incident where a child or young person's behaviour has necessitated a physical

restraint should be reported at the earliest opportunity in accordance with the **Physis Quantum** reporting procedures and to the relevant manager.

19.4. **Physis Quantum** has an agreed format and process for recording and reporting any incidents of children and young people's behaviour, that is:

1. All incidents will be reported in a bound book provided specifically for that purpose.
2. The report will include a brief but accurate description of the incident including:
  - a. Where the child or young person was at the beginning of the incident?
  - b. Who else was present?
  - c. What happened?
  - d. The actions taken by staff?
  - e. What physical holds were used?
  - f. Resolution?
  - g. Actions that could be taken to prevent similar incident reoccurring?
  - h. Date, time and signature, etc.

19.5. Day to day behaviour management issues are clearly part of the everyday interactions with the children and young people we work with. These will usually be recorded as part of a child's daily record. However they 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:

- Agreeing to monitor the frequency or intensity of a particular behaviour over a fixed period.
- Through the child's care plan, agreeing a particular strategy for dealing with behaviour, and recording its effectiveness.
- Implementing an overall behaviour management plan with clear recording and reporting parameters.
- Implementing clear guidance on how behaviours will be managed, particularly if a restraint may be used, and under what circumstances. A decision to use physical restraint

as an ongoing response to a particular behaviour should be agreed as part of the child or young person's care plan and a specific recording sheet drawn up. It is vitally important to remember that even though we may be dealing with a child or young person's negative behaviours the staff team are under a duty to continue to reward the positive ones!

19.6. It is unfortunate that from time to time more serious incidents may occur. When they do they can be traumatic for everyone concerned - particularly if they are not predicted or out of character. If such an incident does occur the following factors will be considered by *Physis Quantum* in conjunction with the staff teams within our services and the Placing Authority and appropriately recorded:

- a. The build up to the incident.
  - What happened immediately before the incident – for example, was the child or young person not getting their own way, or not wanting to do as requested, were difficult issues being raised by a member of the staff team with the child or young person?
- b. The child's behaviour
  - What exactly did the child or young person do and how did he respond to the incident – for example, did violence or damage to the property continue or was there a cooling down period?
- c. The consequences of the incident
  - How was the incident handled? Was the child sanctioned? Has this caused a disruption in placement? Was physical intervention – touch, holding, restraint or breakaway skill required?
- d. Has the child or young person been involved in a de-brief?

19.7. The recording and monitoring of incidents of challenging behaviour and physical restraint are important for various purposes

- a) The child or young person's Behaviour Care Plan and or Risk Assessment should be adapted to help prevent further incidents occurring.
- b) Repeated incidents of physical intervention and restraint will be significant for the child or young person's care plan. Where physical interventions are needed a further column will be added to the Behaviour Care Plan stating what additional skills are needed by the staff team to provide a consistent and caring response.
- c) There may be lessons for the staff members own professional development and training needs.

- d) **Physis Quantum** will be afforded an opportunity to monitor such incidents on a regular basis for service development purposes.
- e) Serious incidents must be reported.

## 20. Training

20.1. The training programme provided by **Physis Quantum** for the staff teams working within our services is based on the approach recommended by NFPS Ltd and is in line with the BILD code of conduct.

20.2. The training programmes will include:

- Understanding **Physis Quantum's** Policy on Behaviour Management.
- Positive strategies for managing behaviour.
- Preventative strategies and skills.
- Assessment of incidents and issues relating to challenging behaviour.
- Risk assessment and Behaviour Care Planning.
- Understanding the 'Cycle of Aggression'.
- Rights of self-defence.
- Use of 'reasonable force'.
- Observation skills and the practice of safe touch, holding, restraint and breakaway skills.
- Personal skills and strengths, triggers and support needs.
- Action Plans regarding the practice of physical skills.
- Recording and reporting incidents and concerns.
- The impact of behaviour management issues when working with children from different cultural and ethnic backgrounds.

## 21. Risks to Staff

21.1. Whilst this policy sets out guidelines for managing challenging behaviour, it is very important to minimise risk and protect staff from such behaviours.

21.2. Employees of **Physis Quantum**, like all who staff who deal directly with the public, may face aggressive or violent behaviour, sexist, racist or other forms of verbal abuse. This

behaviour does not have to be tolerated and **Physis Quantum** will support staff in their dealings with violent, abusive, sexist or racist behaviour.

21.3. Members of the staff teams within our services should take all reasonable precautions to avoid putting themselves at risk and should inform their manager of any incidents they experience in order that they can be provided with appropriate guidance and support. Violent or abusive behaviour must be treated seriously and always reported.

## **22. Assessing and Reducing the Level of Risk**

22.1. **Physis Quantum** is clear that the safety of all members of the staff team is of the highest priority and that members of the staff team are not expected to put themselves at risk in providing services to clients.

22.2. **Physis Quantum** will regularly assess the risk of violence for members of the staff teams within our services and take any necessary steps to reduce that risk.

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