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**Positive Behaviour Management Policy**

**Aims**

The aims of this policy are:

* To ensure that the children young people and adults we support are valued and treated with respect and dignity.
* To ensure staff and volunteers understand how best to support individuals, especially those who may exhibit behaviour that challenges.
* To enable Sutton Mencap to meet its legal, regulatory and contractual responsibilities in relation to behaviour management.

**Introduction**

At Sutton Mencap we believe that children, young people and adults with learning disabilities that we support should be valued and be treated with mutual respect and dignity. We also believe that the people we support flourish best when their personal, social and emotional needs are met and where there are clear and appropriate expectations and boundaries for their behaviour.

Sutton Mencap is committed to positive behaviour management and has adopted a recognised national programme to ensure staff are able to support service users in a safe and caring manner.

**Scope**

The main focus of the policy is applicable to all staff and volunteers at Sutton Mencap. In the policy, specific references are made to the Team Teach programme. The application of Team Teach applies solely to those who have up to date training in the use of the programme.

**Information management and risk assessment**

Sutton Mencap will carry out risk assessments for service users in accordance with its risk assessment and management policy. Risk assessments and other key information regarding each service user will be shared with those staff who are supporting them. Staff are expected to familiarise themselves with the information provided.

There are times when staff are given information that is considered confidential about individuals where it impacts on their behaviour e.g. changes at home or medication. The use and sharing of this information is covered under Sutton Mencap’s confidentiality policy.

**Promoting positive behaviour**

Children, young people and adults with learning disabilities often do not gain an understanding of socially acceptable behaviour as quickly as others. We consider this to be an area of extreme importance as it impacts on the person’s wellbeing and environment around them including staff, parent/carers and their peers.

We promote positive behaviour through the following practices:

* Building strong and trusting relationships between individuals and staff;
* Having an open relationship with parent/carers;
* Supporting individuals to communicate using various methods;
* Encouraging and supporting the development of social skills by providing group activities;
* Developing individuals strengths and likes to encourage positive behaviour;
* Modelling positive and appropriate behaviour;
* Giving praise and positive feedback;
* Having consistent approaches and boundaries;
* Using a calm approach with service users;
* Talking through difficulties and discussing strategies with the person whenever possible;
* Avoiding confrontation;
* Managing the physical and social environment effectively.

**Managing behaviour**

Sometimes people may engage in behaviour that is inappropriate in a group setting as it challenges the service we provide. It may range from low key/ non-disruptive self-stimulatory activities to more extreme violent outbursts. The reasons for these behaviours are diverse and can include communication difficulties or sensory sensitivities.

We manage behaviour through the following methods:

* Ensuring safety is paramount for all;
* Using positive and consistent approaches;
* Involving parents/ carers and other appropriate agencies where possible, to discuss behaviours causing concerns and develop a common approach across settings;
* Developing individual behaviour plans and risk assessments to support the person effectively and consistently.
* Supporting the person to manage his/her behaviour and where appropriate providing him/her with an alternative and more acceptable behaviour.
* Helping the person to understand the consequences of their actions and where possible to take responsibility for them.
* Trying to avoid known triggers and situations that can cause anxiety.

**Positive physical intervention**

The use of physical intervention to control or restrain people must be avoided wherever possible. It may only be used where it is in the best interest of the individual and/or supporting adult and deemed reasonable, proportionate and necessary to protect the individual or others or to avoid significant damage to property.

It may occasionally be necessary for staff to use positive physical intervention in unplanned situations for instance to protect someone who is about to run into traffic. There are also planned strategies to use physical intervention with individuals who display a pattern of disruptive or violent behaviour which can endanger themselves, others and property. The use of physical intervention by staff should be seen as part of their duty of care to those they are supporting.

Physical intervention is not undertaken lightly. It is part of a broad approach and should be considered to be a last resort when other strategies have been tried and failed with the person concerned (*see appendix 1*). Every case is the subject of much thought and discussion between staff, parent/carers and other professionals. The intervention used must be reasonable, proportional and necessary to the circumstances. Staff also have the right to defend themselves from attack, provided the intervention used is proportionate to the situation.

Physical intervention strategies are set in place so that as far as reasonably practical the person will not sustain any injuries while at Sutton Mencap, However this cannot be guaranteed.

If physical intervention strategies are used the incident will be recorded on an incident form and in the Sutton Mencap Team Teach Bound Book.

**Actions that are prohibited at Sutton Mencap**

Sutton Mencap prohibits any of the following:

* Corporal punishment;
* Deprivation of food and drink;
* Withholding medical treatment;
* Locking in a room alone;
* Any sanction with intent to humiliate or ridicule.

In accordance with Sutton Mencap’s grievance and disciplinary and safeguarding policies, a report of one of these actions being carried out by a Sutton Mencap staff member or volunteer would be investigated as a serious disciplinary matter and reported to the Local Authority Designated Officer (LADO) as a safeguarding concern.

**Staff training**

Sutton Mencap will provide staff with appropriate training in positive behaviour management as part of its mandatory training programme. This will typically include issues of understanding learning disability and autism, communication and manual handling.

In addition, Sutton Mencap will provide training on the Team Teach programme to ensure an appropriate number of skilled staff are available to provide enhanced support in behaviour management. Only those staff who have undertaken Team Teach training are allowed to make use of the techniques covered within Team Teach.

**Involvement of parents and carers**

Sutton Mencap seeks to have open discussions with parents regarding their child, young person or adult and we value the views that are raised. We will endeavour to work as a team with parents and carers in order to help support the individual person’s needs and behaviour effectively. Parents/ carers will be kept informed of any changes, progress or incidents in the following ways:

* Staff will inform parent/carers at the end of each session what their person has participated in during the day.
* Where available, service managers will contribute to multi- agency meetings e.g. reviews.
* A session diary will be kept for community day service to record any specific issues.
* Parents will be provided with a copy of an incident/ accident form relating to the person they care for and will be asked to sign a copy for our records.
* Parents will be given a copy of any incident form recorded in the Sutton Mencap Team Teach Bound Book.

If parents have any particular concerns regarding behaviour (or any other matter), they are encouraged to speak with service Co-ordinator or service manager at the earliest opportunity.

We will also encourage parents and carers to:

* support Sutton Mencap behaviour policy
* act as positive role models
* as far as it is possible, encourage positive and appropriate behaviours in their child, young person or adult to avoid the use of physical intervention.

**Placing people in appropriate services**

A key part of our strategy to avoid the need for physical intervention involves ensuring that people are placed in appropriate services. In putting service groups together, service managers will seek to ensure that the mix of service users and staff lessens the potential for challenging behaviour.

From time to time, it may be necessary to move people between groups to create a manageable set of services. There is also a possibility that we find we are unable to support someone in any of our groups and therefore have to withdraw from providing a service to that individual. We will seek to manage any change or withdrawal of service in a sensitive manner and will work closely with parents/ carers referral agencies and other providers.

**Related documents**

* Safeguarding policy
* Grievance and disciplinary policy
* Risk assessment and management policy

**Responsibilities**

Trustees

* To approve and review the policy on a regular basis.
* To take reasonable steps to satisfy themselves that the policy is being implemented.
* To act in accordance with the policy.

Senior staff

* To act in accordance with the policy.
* To communicate the policy to other staff and volunteers and to ensure it is being implemented correctly.
* To monitor performance of the policy and report to trustees.

All Staff and volunteers

* To act in accordance with the policy.

**Signed on behalf of the Trustee Board of Sutton Mencap**

Chairman: **** Date: 8th November 2017

 Mavis Peart

**Appendix 1 - Useful methods for managing behaviour**

At Sutton Mencap we aim to create a safe and secure environment in which positive play and leisure experiences can be experienced. We need to balance the needs of the individual with the other people who attend our services in order for them to have positive experience at Sutton Mencap.

It is important for staff to recognise that they work as a team and that each member has useful experience and knowledge to offer. The value of full discussion of individuals behaviours that attend our service must not be underestimated whether on a more immediate briefing session at the start or end of a service or at a whole staff meeting, as these not only generate ideas and strategies, but also help staff to build consistency of management and support for one another in times of stress/difficulties.

Below are attempts to describe some useful methods that we use at Sutton Mencap to managing behaviour and to help reinforce more appropriate behaviours. This is by no means an exhaustive or exclusive list, but approaches that staff at Sutton Mencap have found useful in the past.

***Positive Praise & Reward System***

Staff at Sutton Mencap always ensures that praise is given to reinforce appropriate behaviour on a regular basis and does not necessarily have to be accompanied by a reward. Praise can be given by using words, smiling, signing or handshakes.

For some people who have communication and social difficulties a visual form of praise e.g. smile/’well done’ may not be sufficiently understood whereas a sticker or reward of an activity might.

Reward systems tend to be on individual basis and Sutton Mencap will use the individuals preferred methods, which Sutton Mencap will liaise with other settings or parent/carers e.g. collecting tokens to gain individuals chosen activity or use of a tick list to complete task before moving on to preferred activity.

A reward system takes staff time to plan and write an appropriate procedure/ it then takes time for the individual to practice appropriate behaviour over a period of time. It is important that reward system has achievable and reasonable goal that is not too hard or easy to obtain. A consistent approach is the key and is to be shared with all staff and other professional and/or parent/carers.

It is important to note: we do not reward with food because we feel that food is a human right and is not seen as a reward.

***Giving Choice***

It is important that all people have the right to make their own choices whether this is using verbal or non-verbal methods by allowing an individual to have choice can reduce anxiety, frustration and/or distress.

Sutton Mencap offer a range of choice making resources for example choosing boards, visual aids, now and next cards.

***Communication Aids & Social Stories***

Some people we support can become frustrated, agitated, anxious, confused etc if they are unable to communicate which can lead to challenging behaviour. In order to reduce this Sutton Mencap have created a range of communication resources that people with a lack of verbal or communication skills are able to use for example communication book, now and next, visual timetables, use of signing, emotion cards.

For some people they require a social story which gives a short description of particular situations, events or activities which include specific information about what to expect in that situation and why. The stories include pictures and/or words.

**De-escalation & Diffusion including ignore and distract**

This is a method that is used a lot within Sutton Mencap. More often than not staff tend to recognise if a person is becoming anxious/agitated or aware of certain triggers that can cause someone’s behaviour to escalate. In these instance staff will distract and divert the behaviour by moving person from the situation, changing activity, change conversation subject, moving trigger from the room or divert their attention.

Ignore and distract is an effective response to behaviour which would usually require the individual to be reprimanded; however it is not an instinctive reaction for the inexperienced.

It involves ignoring the inappropriate behaviour while at the same time distracting the persons attention e.g. ‘Look at ............’Appropriate humour can also be employed to distract a person to ‘break the mood’ and help the person recover.

If this method is not sufficient then a person may need ‘time out’ away from others in order to calm and relax (for some people the use of a 1 or 3 minute sand-timer is a useful tool in this instance as it gives the individual some structure and time to self-regulate).

When carrying out this method it could require a change of face to help de-escalate the situation; however it is important that once the individual is calm to re-establish rapport with the staff member that moved away as this helps show the situation is over and it is a new start.

It is important for all staff who use this method to decide whether the persons behaviour is one that they can ignore, if there are different views on what can be ignored for example swearing or light pinching/tapping then this method cannot work as there must be a consistent approach.

Important: The ignore and Distract method must not be used where behaviour is dangerous and requires an immediate end, possibly physical intervention

**Intensive Interaction & Sensory Diets**

Many of children work well with staff on a 1:1 basis and enjoy intensive interaction activities and task. This approach involves the adult entering into the person’s world by trying to attract and hold their attention by joining in with their activity without directing it and reducing demands on the individual, for example games with children and young people such as chase, peek-a-boo, number songs.

Carrying out sensory diet activities for the individual can also reduce anxiety and stress such as bouncing on a trampet/gym ball, popping bubble wrap and hand massage. This is based on individual’s needs and desires and requires staff to liaise with other settings and/or parent/carers

**Adapt Environment & Structure**

We recognise that some individuals find the surrounding environment overwhelming which can lead to anxiety or pain etc. Staff are required to read individuals notes to find out if they have any sensory sensitive’s and ensure these are taken into account when setting up activities or preparing to go out ion trips.

Staff also try to create low arousal environments this means having clear and uncluttered rooms or low level lights and calming/no music.

Low level arousal extends to the staffs approach too and the way we engage with certain individuals

Also staff find that if something within the surrounding environment is a constant trigger for behaviour and where possible to remove the trigger or individual to reduce behaviour.

Creating a predictable environment can sometimes help reduce anxiety and this can be supported by creating an individual timetable for the person in order for them to know what is going on and when. The time table are adapted to suit the needs of the individuals.

Reference within Appendix 1:

Caroline Hattersley (2013)

*Autism: Understandting Behaviour*

National Autistic Society

**Appendix 2 - Positive Physical Intervention (Team Teach)**

At Sutton Mencap we adopt a least intrusive approach to behaviour management. Our preferred approach is to de-escalate/defuse with positive interventions, in a least intrusive and person centred framework.

Physical interventions are used where appropriate and where other methods have been exhausted (see appendix 1), however it is important to note that staff that have been trained to an appropriate Team Teach are only authorised to use restrictive physical interventions.

The use of physical intervention is only used as a last resort and if it is in the best interest of the individual and if it was deemed reasonable, proportionate and necessary

We do use the Team Teach method of gentle touch and guides around elbows and shoulders and manoeuvre child from one area to another as a calm and friendly support. We find these interventions can be supportive and comforting particularly when individuals are nervous or distressed.

There are times when we may need to use more intrusive physical interventions, particularly when an individual presents a risk to self, others or property damage. These interventions are provided by the Team Teach Training Basic Package.

* If physical intervention is required to be used on a regular basis with an individual then a behaviour and positive handling plan will be written and shared with parent/carers.
* All positive physical interventions are recorded on an incident form and kept confidentially.
* Care is also taken to record those interventions which are less successful and which should be avoided.
* If an incident has taken place parents/carer will be informed by the session co-ordinator. If there is any other individual that was involved will be de-brief if possible and parent/carers informed.
* At the end of a session a de-brief lead by session co-ordinator with staff will take place to discuss the incident in more detail.
* The service manager will then meet with session co-ordinator to discuss incident, decided if further action is required and review behaviour and positive handling plan.

See appendix 3 for template of behaviour and positive handling plan, example of letter sent to parents.

Reference within Appendix 2:

Bernard Allen (2011)

*Physical Contact care, comfort, reassurance and restraint*

Steaming

Dept for Children, schools and families (2010)

*Use of force guidance*

**Appendix 3**



**Behaviour Support Plan**

**Name:……………………………………**

|  |  |  |
| --- | --- | --- |
| Setting Events | Trigger | Message |
|   |  |  |
| What does my Behaviour Look Like |
| Proactive- All is ok | Activate- build up to Crisis  | Crisis – cannot cope |
|  |  |  |
| Proactive Strategy | Active Strategy | Reactive Strategy (including physical intervention strategy) |
|  |  |  |
| Post Crisis Strategy |  |

Sutton Mencap Behaviour Plan written by:

Agreed by: (Parent/Carer)

Date:

Review: Every Term

**Appendix 4: Example letter to parents/Carers**

Date……………………………..

Dear………………….

Sutton Mencap authorise trained staff to use the behaviour strategies (including physical interventions) as recommended in their Team Teach training as part of their work at Sutton Mencap.

Physical interventions will only be used as an absolute last resort, when all other strategies have failed or are inappropraite and in situations where a child/young person or adult is at risk of harm or where property of substantial nature is at risk of being damaged.

The Director and Service Managers must be informed as soon as possible after an incident and an incident form is completed along with the Team Teach Bound book.

You will be informed immediately if your son/daughter required staff to use team teach techniques to help calm them down and we ensure they will be checked ad monitored by a first aider during or soon after the incident to ensure they are fit and well.

Should you wish to discuss the incident and how it was managed please contact Sutton Mencap on 020 8647 8600 to speak with the Director and/or Service Manager.

Please be assured that your son’s/ daughter’s health and safety is paramount and we will do all we can to safeguard their welfare whilst managing to the best of our ability any challenging behaviour they may display.

Yours sincerley

Dave Hobday

Director

………………………………………………………………………………………………………………………

Dear Sutton Mencap Director

I can confirm that I have read and understood Sutton Mencap behaviour policy and aware of my child’s behaviour support plan.

Please tick one of the boxes:

 I accept and happy with the policy and support plan in regards to my child.

 I wish to discuss the policy and support further with the director or service manager.

Signed..................................................................................(Parent/Carer)

Date......................