

Policy for the Management of Behaviour

(R.E.A.L. Foundation Trust)

Sept 2021

Ethos: Making a positive contribution through respect

R.E.A.L Foundation Trust seeks to create environments in which effective activity can take place. The crucial element of building and sustaining this engaging climate is based on respect, and all of the principles of this policy are also based on respect.

1. Respect for self and others
2. Respect for the activity environment
3. Respect for the activity community
4. To strive to become an organisation that has a fully operational restorative practice model.

Respect for Self

Everybody should:

- Adopt a sensible and appropriate manner whilst participating in all activities
- Aim to achieve to the best of their ability
- Eat regularly and healthily
- Adopt safe practice and listen to the guidance of staff
- Take any required medication as prescribed, in accordance with medical advice
- Plan carefully for their future wellbeing

Respect for Others

Everybody should:

- Allow others to take part to the best of their ability
- Treat everybody with careful consideration and listen to their views
- Respect the right of others to hold their beliefs and opinions; even though they may differ from their own
- Be aware of the safety and well-being of others
- Support others in trying to develop a healthy lifestyle

Respect for the activity environment and the activity community

Everybody should:

- Treat their own property and the property of others with care
- Treat buildings, equipment and grounds with care
- Be aware of the dangers the environment can pose and take appropriate action
- Strive to make a positive impact on their environment and community through learning and positive behaviours

Rules

R.E.A.L Foundation Trust believes in high standards of behaviour, and these are achieved through:

1. Versatile and dynamic activity that is appropriately differentiated to meet individual need, identified on entry through baseline assessments
2. A well structured and organised environment where everyone feels safe, and all harms including individual needs, and those of the immediate environment, are minimised through robust risk assessments
3. Positive and consistent management of behaviour

There is a key focus on establishing positive role modelling and emphasis on the key value of building a quality professional, yet close, relationship with the young people in our care.

This enables the setting of clear and consistent expectations and positive reinforcement of good behaviour. Staff affirm good conduct and young people are made aware of the impact of appropriate behaviours for themselves, their peer group and the wider community.

The positive management of behaviour is underpinned by the adoption of a number of key principles and simple rules, flexibly applied:

- A positive approach adopted by all
- Clear and consistently applied rewards and encouragements
- Clear expectations for behaviour
- Creating an organised, secure and well structured environment
- Meeting the specific needs of young people
- Modelling of appropriate behaviours
- Placing an emphasis on examples of good behaviours, and catching young people being good
- Using a practice model of early intervention and prevention through the use of appropriate and consistent strategies

Rewards

R.E.A.L Foundation Trust believes appropriate behaviour is a result of positive self-esteem and a genuine feeling of value or self-worth. R.E.A.L strives to encourage the development of self-esteem by ensuring that young people feel secure, safe and experience success. Success is acknowledged and built upon through a regular system of review and individual planning by the allocated Mentor or Coordinator. This is also reinforced in a number of ways including:

- A strong commitment to young peoples voice, listening to young people and understanding their needs and expectations
- Celebrating achievement publicly and privately
- Giving immediate feedback, verbal praise for individual achievement

- Adopting an approach of individual support and encouragement
- Young people participating in evaluating their achievements and planning for their personal development
- Young people engaging in the reviews of their progress
- Catch young people being good, and praise appropriate behaviour

All rewards are awarded dependent on the starting point of the young person, and based on their individual interests and needs. Rewards are often linked closely to outcomes within education, health and care plans or wellbeing targets.

Encouragements

R.E.A.L Foundation Trust does not endorse the use of sanctions in terms of issuing some form of 'punishment'. Instead R.E.A.L use encouragements to try and reinforce positive behaviour rather than focussing on negative, or poor behaviour.

Where learners exhibit behaviours that may put the engagement and safety of others at risk, R.E.A.L will use a range of encouragements to meet the specific issues raised. These can be focussed at individual or group level.

Encouragements should be considered when behaviour is:

- Below the standard expected by the programme
- Below the standard of the specific learner
- Of a consistently poor standard

In taking a positive and consistent approach to the management of behaviour it is essential that all professionals working with the young person should avoid:

- Negative personal comments
- The 'punishment' of the whole group for the behaviour of one individual
- The overuse of giving negative feedback
- Aggressive behaviour e.g. shouting
- Actions that will ridicule the young person, including sarcasm or causing intentional embarrassment
 - Labelling the young person instead of confronting their action and behaviour
 - Responding to the secondary behaviours that may come about through the mismanagement of the initial behaviour and therefore escalate the issue

The following day to day encouragements could be considered at an individual level by:

1. Making our disapproval clear - by a look, by quietly talking to the young person, by sharing a general disapproval of the identified behaviour to the group
2. Removal from the situation to individually counsel

Encouragements are often linked to significant incidents involving individuals, and each significant incident is linked to a low, medium or high response. R.E.A.L acknowledge that we are not able to issue a 'one size fits all' encouragement and all are required to be bespoke to specific needs.

Consequences

R.E.A.L Foundation Trust do not issue sanctions, however, consequences of behaviour following significant incidents may require agreed interventions.

Consistency

To ensure a consistency of approach, R.E.A.L Foundation Trust use the principles set out in Nottinghamshire County Council's approach, known as CRB* (Coping with Risky Behaviours) All staff have access to training and regular updates in the positive approaches to managing behaviours. However, our emphasis is on de-escalation techniques with the use of any restraint being used in the last resort and being reserved for those young people who pose a high risk to themselves and to others.

Staff will only use reasonable force and physical intervention techniques when the risks involved in doing so are outweighed by the risks involved in NOT using restraint. R.E.A.L will always put the safety of the young person above any issues relating to potential damage to property e.g. if a young person is causing damage to a site, and a physical restraint would cause further distress, the wellbeing of the young person takes precedence. Damage and property can be replaced.

Significant Incident Reporting

All significant incidents are reported through an automated system, the significant incident reporting form (SIRF) which requires a clear low, medium or high response from the allocated Learning Manager. This links with the decisions surrounding whether a low, medium or high intervention will be used as a consequence and is monitored through the agreed automated systems.

Responsibility for the application of this policy is with all teaching staff and is supported through the R.E.A.L staff code of conduct.

This policy is also supported through the safeguarding policy, procedure and practice and the application of the R.E.A.L complaints policy.

Bullying

R.E.A.L Foundation Trust defines bullying as a wilful, conscious desire to hurt, threaten or frighten someone.

R.E.A.L adopt a preventative approach towards bullying and recognise the need to act as a

vigilant and coordinated organisation to stop bullying occurring. We communicate a strong anti-bullying message to children and parents through the charity ethos.

