



## Behaviour Management Policy

### Policy Summary

This policy provides guidance and good practice principles to staff that work with our students whose behaviour may be challenging. This policy will provide a framework for dealing with challenging behaviour that ensures young people are treated with dignity in a positive way. Community Ed embraces positive reinforcement in working with children and young people. Positive reinforcement is not a behaviour management strategy in itself; it is a philosophy, an approach for creating healthy relationships. A positive reinforcement approach recognises young people's strengths and focuses on 'positive' everyday occurrences, rather than energising 'negativity'. In adopting this Approach, Community Ed creates an environment in which children can thrive and where 'positive' behaviour is continually recognised. This policy will also provide a framework to allow staff to work more effectively whilst ensuring their safety during incidents of challenging behaviour in accordance with Norfolk Steps.

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# 1. Introduction

Community Ed seeks to meet the varied and at times complex needs of our students in a sensitive and positive way. Their behaviour may be challenging and for staff involved in their care there is a need for a high level of patience, skill and emotional resilience. Managing a young person in a positive way and meeting their needs can result in many rewards for that student and staff. An inability to achieve positive support for whatever reason is disheartening for staff and causes further distress and confusion for the student. Through working in accordance with a positive reinforcing approach, students will learn to understand that they will receive continuous positive recognition for positive behaviour. Acknowledging student's efforts and ability to behave positively in every day activities will ensure both a successful outcome and provide the motivation to pave the way to building further success around behaviour and bigger accomplishments.

This policy outlines the principles and framework for the positive management of young people across Community Ed. This is delivered alongside *The Norfolk Steps* approach, which has specific reference to methods of consequences and the use of de-escalation techniques.

## 2. Purpose

To provide a framework for positive behaviour across our provision, within which students can be nurtured, flourish and develop. So, staff can have the confidence to deliver a consistent service.

## 3. Principles

- The welfare of a young person will always be paramount.
- Staff will work in accordance with a positive reinforcement approach and *Norfolk Steps* at all times.
- Young people will be valued as individuals with every effort made to meet their physical and emotional needs. Differences in relation to race, religion, sexuality, gender and ability will be respected.
- Staff will provide positive support for young people, and have their own individual needs supported in doing so.
- Verbal and/or physical abuse of young people or staff for whatever reason will be appropriately challenged and managed, with relevant issues addressed as necessary with proportionate consequences.

- All care of young people will be based on promoting positive relationships with staff and with each other.
- Challenging behaviour will be addressed in a calm and controlled manner using the minimum intervention necessary.
- Students will know they are valued and respected and belong, that all staff believe in their ability and are committed to helping them achieve their full potential.
- Physical intervention will only take place when either the young person or another individual is at risk and will only be undertaken by staff that are appropriately trained. **(Appendix 3)**

Community Ed adopts a multi-agency approach to achieving positive behaviours with children and young people, with multi-agency responsibility.

## 4. Aims

### **The aims of positive behaviour management across Community Ed C.I.C.**

- To provide a secure, caring and supportive environment within which individuals can feel valued and safe and have the opportunity to succeed to their optimum ability.
- To promote students' self worth and a confidence that their voice will be heard.
- To promote the skills needed by young people in adult life.
- For students to develop, with regard to their sense of responsibility for their own behaviour.
- To assist young people to achieve their aspirations.
- To encourage greater awareness of, and consideration for the rights, needs and property of others.
- To promote a sense of team spirit and working together.

## 5. Positive Behaviour Management

It is recognised that consistent positive care and feedback is vital to a young person's self esteem. Young people need attention and if positive attention is not available, they may seek negative attention by displaying behaviour that could be deemed as inappropriate in order to get attention.

### **THE MOST IMPORTANT TECHNIQUE TO PROMOTE POSITIVE BEHAVIOUR IS THROUGH ACTIVE VERBAL RECOGNITION**

Any necessary boundaries and consequences are delivered much more effectively within the context of a positive relationship. Every effort should be made to develop a positive relationship with a young person, through the use of a positive reinforcement approach. **(Appendix 1)**

Students within the provision will learn to understand that they will receive significant praise, energy, recognition, and rewarding relationships through the positive behaviour they display.

#### **Active Recognition**

In accordance with a positive reinforcement approach, staff should do everything they can to avoid general statements around positive behaviour. E.g. *'Well done', 'That's great', 'Good job', 'Amazing work'*. Such general statements don't contain sufficient information for many children; such generic statements can be mistrusted or ignored by a child. Specific recognition of a positive behaviour has much more impact; it is the detail that convinces the child of their positive behaviour.

*e.g., 'I can see that you are crying and you are upset and sad. I also notice that you are using your control to handle your strong feelings, well done'.*

This gives the student the ability to create recognition and success in a way they understand. The child feels noticed, positively energised and perceives this recognition from the adult as success. It is a technique that a child can understand as it is simple and describes the reality of the moment. This supports children to build a positive self-impression of themselves, and this positive self-impression that young people develop, helps build self-esteem. The purpose of regular active recognition towards the child is to start and maintain a flow of successes and encouragement that the child perceives as success. Active recognition is not used to influence, coerce or manage behaviour. Active recognition simply reflects the behaviour that we see in the child. Significantly the child understands that staff energy is available for positive rather than for negative behaviour and the child's behaviour becomes much more positive over a period of time.

## **Experiential Recognition**

Staff should use this technique to capture a unique moment. This technique involves 're-framing' a moment to a child that not only promotes an experience of success but also shows the child a staff member's appreciation of a positively valued behaviour. Staff should be creative to enrich an experience that may have gone unnoticed by a child.

e.g. a child is playing a video game, *'I see that you are very focused and using a lot of concentration. I really like the effort you are making.'*

Other examples of 'Experiential recognition - 'In a situation where Hannah tries to use words to get Alex to stop chasing her, but he carries on and she walks away frustrated. Hannah thinks she has mishandled the situation;

*'Hannah you made several good choices. Even though Alex didn't stop, which looked frustrating, you used your words very well and you made a very good choice to walk away when he didn't listen. I'm proud of you.'*

*'I really liked the self control you just used. You could have become angry when Alex didn't listen. You stayed calm and handled your feelings very well by walking away. You were thoughtful and used good judgement. I also like it that you tried to use your words first. I value that.'*

Experiential recognition allows you to transform an experience that's perceived as relatively neutral or negative by a child to a positive experience. It helps build self-esteem and expands the child's perception that he/ she is valued and recognised for positive behaviour. It also importantly for the child creates a further perception that it is unnecessary to have to behave negatively to get noticed and receive staff attention.

## **Proactive Recognition**

Acknowledging when students follow rules is important. Instead of waiting for a child to break a rule, staff should be opportunist to reinforce positive behaviour when rules are not being broken. Examples of proactive recognition;

*'Steve, I appreciate you have not sworn all morning. Thank you for following the rules.'*

*'Sam, I like it that you are using self-control to manage your strong feelings. You didn't take your frustration out by breaking anything or hitting out at anybody. Keep up the good work.'*

It is important in terms of reinforcing positive behaviour for staff to focus when a child is in control and behaving positively.

All staff will promote the following principles of a positive relationship:

## **5.1 Praise, Energise, Recognise and Reward Positive Behaviour**

- Praise, energise, recognise and reward positive behaviour frequently.
- Refuse to energise negative behaviour displayed by students.
- Be specific, highlight detail about what you are praising, capture those positive moments and relay back to the student.
- Give positive praise without conditions or insincerity.
- Praise, reward and recognise positive behaviour with smiles, eye contact and enthusiasm.
- Acknowledge a young person when displaying positive behaviour, don't wait for exceptional behaviour e.g., use proactive recognition and recognise when a child is not breaking rules.
- Use the whole school code of conduct to help identify positive behaviour.

## **5.2 Listen and Show Interest**

- Listen actively to what a young person says.
- Take time to listen by sitting, being still, making eye contact.
- Listen to the meaning behind words or actions and seek to develop understanding of a student.
- Show interest in what they say and do.

## **5.3 Understand**

- Know a young person's history as far as it is available.
- Read their behaviour management plans and risk assessment, update them when needed.
- Have full knowledge of the child's Living and Learning plan
- Learn the patterns in their behaviour and their triggers for unrest.
- Seek their hidden meanings and plan how to respond to their needs not just the behaviours.

## **5.4 Give them time**

- Share activities with young people, both in and out of the education time.
- Spend time talking and listening.
- Ensure no one is left alone for long periods but do allow young people to have time on their own when the need arises.

## **5.5 Be consistent**

- Community Ed staff will maintain total clarity on rules that demonstrate fair and consistent boundaries.
- Rewards, consequences and general responses must be consistent.
- All staff will consistently enforce rules and provide proportionate consequences.
- Rules are clear, clearly understood by staff and children and students.
- Once a rule is broken the child will have the opportunity to “take five” and think about their behaviour, ‘take time out’ and rather than dwell and energize negative behaviour staff will then create that next moment as a ‘positive’ moment and an opportunity for success.

## **6. Emotional Welfare**

Young people across our provision often have complex and challenging emotional needs. It is accepted by definition that the spectrum range of “Challenging Behaviour” inherent in some of our young people will include behaviours such as voluntary withdrawal, self-injury, use of drugs or alcohol, vandalism, destruction of their own or others’ property and possible criminal activity. Likewise, bullying and peer on peer abuse such as verbal abuse or physical abuse.

It is our responsibility to seek to understand those needs and plan how to meet them. In a professional role, we can provide nurturing, appropriate affection, interest and humour, as well as boundaries and expectations. As a team, staff should discuss and answer the following questions in relation to each young person in their care:

- What are their emotional needs and how do we plan to meet them?
- How do we show this young person affection and what do they want/need?
- What are the positives in this young person’s life/behaviour and how can we reinforce these?

## **7. Planning for Positive Behaviour**

Good planning is crucial to promote positive behaviour on an individual and group basis. This is necessary for all students from the time they arrive at Community Ed and should never be simply a response to a problem that has arisen. Planning is an on-going process, which needs to be reviewed regularly



according to the progress of the young person. It must include consideration of a young person's individual needs related to age, race, religion, gender, sexuality, social skills and vulnerabilities. Planning for positive behaviour should also include independent sources of support, possibly external, for some when deemed appropriate. Community Ed adopts a multi-agency approach to achieve positive behaviour within services. The student living and learning plans build up a picture of the student, providing both staff and student with the information needed to plan how to progress them forward.

## 8. Planning Process

- When a young person joins our provision, within the first four weeks a **Risk Assessment** and **Behaviour Management Plan** will be completed by the staff and a copy will be kept in the students Living and Learning Plan
- The emotional welfare of the young people will need to be considered when the behaviour plan is completed. The young person will be involved if they are willing, but their reluctance to be involved should not prevent the initial plan being filled in. It will address emotional needs and planned response to any risks identified, as well as making clear the expectations of behaviour from the young person.
- The plan will be reviewed monthly in the team meeting as part of the discussion in relation to young people's progress and will be discussed regularly with the young person.
- The Keyworker in conjunction with the Operational Director and staff will make the necessary amendments.
- At the initial planning stage for placement, consequences of actions are made clear and referred back to. This forms part of our home/placement agreement.
- Relevant information in relation to positive behaviour planning will be included as a section of the students Living and Learning Plan and EHCP report written for each statutory review.
- Relevant information regarding behaviour will be shared with other agencies working with a young person during planning meetings/ reviews and at other times as necessary.

## 9. Keyworker Role

The Keyworker role is important to our students, in order to provide them with a named individual who will take particular interest in them and seek to ensure their needs are met. It is vital that Keyworkers spend one to one time with young people. Keyworkers will have knowledge of set targets and mentor their students once a week, reflecting on behaviour and achievements. This time also provides the opportunity to identify ways of improving the following week through identifying positive choices and setting goals.

### 9.1 Tasks for staff to promote positive behaviour

- All staff need to get to know the students by creating opportunities to spend time with them, even if just a few minutes at a time.
- All staff need to read student files and ensure they know their history as far as it is available. While it is very important to look at a young person's history for purpose of gaining knowledge and assessing risk to staff, staff should not become judgemental.
- Keyworkers with the support from the Operational Director complete the **Behaviour Plans** and **Risk Assessments** and update them in conjunction with the young person and other staff.
- Keyworkers plan one to one time with a young person. This time could include an outing or a piece of direct work. These sessions must have a purpose and future positive consequences for young people. A positive reinforcement approach promotes the benefit to young people of providing a range of engaging activities as opposed to time being focused on 'energizing' negative behaviour.
- These individual support sessions will be written into the student's individual timetables.
- The relevant staff will monitor individual support; all support will be recorded within the students' Living and Learning Plan.
- All staff should use the Code of Conduct to promote expected behaviour, alongside using it to praise and acknowledge positive behaviour identified.

## 10. Prevention of Incidents

The prevention of incidents requires that staff know the students and develop an understanding of their potential trigger points. It also requires that they spend time with them in order to both supervise them and to get to know them. Staff will therefore do the following:

- Supervise students appropriately at all times and ensure no one is left alone for long periods of time. Students that are one to one must have a staff member with them at all times when in communal areas.
- Refuse to energize negative behaviour. Rather than react with elevated energy and attention to disruptions and outbursts that distract student, strive to neutralise negative behaviour through immediate, concrete and uncharged responses consistent with the harmonious environment we want to maintain. This can be in the form of a 'time out.'
- Use the child's Individual Living and Learning Plan to help understand the nature of the behaviour and what the child is trying to communicate.
- Offer extra time with an adult if the student may benefit from this.
- Be alert to potential triggers for unrest and use diversion tactics such as a change of environment or activity, or removal of "audiences", when a potential situation is developing.
- Use the Code of Conduct to help identify and reinforce positive behaviour.
- Ensure they obtain support from other staff if necessary.
- Be clear and consistent in relation to boundaries.
- Use positive responses where possible.
- Always offer a young person a way back from a situation before it gets more difficult.
- Have a good understanding of the individual student's Risk Assessment and Behaviour Management Plan. Be aware of trigger points and think about positive reinforcement before de-escalation is needed.

Options for diverting an incident:

- “Time Out” for short cooling off periods.
- “Time In” with an adult to talk or calm down – celebrate the positive behaviours the student is displaying.
- A different activity in or out of the provision.
- Remove the audience or the student in question.

## **11. Managing Difficult Incidents**

When difficult incidents do occur, staff skills are often tested to the limit, as they do not have the option to walk away and leave a young person in their care at risk. In most situations of a difficult nature there is an escalation of the incident over a period of time. The length of time taken for the escalation of concern varies enormously. In all situations it is important for staff to:

- Remain calm and confident, as young people need staff to remain in control.
- Make a judgement about the situation and how to respond using assessment skills and knowledge of the young person or people concerned.
- Seek support from colleagues and not handle situations in isolation. It should not be under-estimated that a specific member of staff may be a trigger and it is not wrong for them to withdraw and be replaced by a different member of staff who may be able to diffuse the situation.

### **ALWAYS WATCH OUT FOR WARNING BEHAVIOURS**

Where possible use the following “ladder” of strategies.

- Quietly and calmly indicate to the young person that their behaviour is not acceptable (e.g. for verbal abuse). At the same time –
- Indicate if the young person appears upset or angry and suggest they might like your help in dealing with what is causing the problem.
- Offer the chance for ‘Time out’ - a chance to move out of the situation to explore how help can be offered. Create space away from peers without loss of face for the young person.

- Be sensitive to the effect of your physical postures and movements. Do not move too close too quickly and avoid being confrontational or aggressive in attitude.
- Be sensitive to the tone of your voice. Be quiet, clear and firm.

## **Enrichment Support**

Community Ed has an experienced Enrichment Team to support the management of difficult behaviours. The Enrichment Lead manages all behaviour reports and works holistically with parents and staff, allowing us to identify patterns of behaviour and identify what is working or needs changing. The team also undertakes home visits and coordinates Individual Living and Learning Plans. This provides a full picture of 'what' the child has come from, 'where' they currently are, and 'why' they are displaying certain behaviours. This will also provide staff with key information so they can react accordingly and positively move the student forward.

## **11.1 Restrictive Physical Intervention**

### **Definition of Term**

Restrictive Physical Intervention (RPI) is defined as "any method which restricts the movement of an individual by physical means, including mechanical means, holding and physical restraint."

Community Ed has chosen **Norfolk Steps (Appendix 3)** as the de-escalation strategy to be used across its provision. The principles of this system are:

- Restrictive Physical intervention during an incident is a last resort and will only be used:
  1. When a young person is placing themselves at risk.
  2. When a young person is placing other people at risk.
  3. When there is a threat of serious damage to property.
- The degree of restrictive physical intervention will be the minimum necessary to control the young person's dangerous act.
- Positive intervention will be used to avert the need for physical intervention.
- Acknowledgement of a young person's rights and dignity.

- Pain must not be used.
- No sexual connotations.
- No harmful techniques physically or psychologically.

All staff within Community Ed will undertake *Norfolk Steps* Training (Step On – De-escalation techniques) as a priority. *Norfolk Steps* Training focuses on:

- A theoretical understanding of why and how critical incidents occur and how best they are managed.
- The training concentrates on de-escalation and positive re-enforcement techniques as a learning tool for children.
- All staff will be required to undertake Step On training.
- Any use of restraint will be documented within the incident report. If restraint is used the parent will be informed the same day.
- After any restraint the young person will be offered medical assistance from a first aider.
- Young people will be given the opportunity to discuss the intervention with an independent person.

**Any staff member that deviates from the policy guidance may be subject to disciplinary action.**

## **11.2 Police Involvement**

Police involvement should be kept to the minimum necessary to maintain safety. It should never be used as a threat by staff unless their professional assessment indicates that police involvement could be necessary and may therefore happen.

The police should be called in the following circumstances:

- When a criminal offence is believed to have taken place during an incident and police intervention is considered appropriate. This may include serious damage to the fabric of the building, particularly where this is a risk to young people and staff.

- When a young person or staff member is at serious risk during an incident and physical intervention has failed to provide de-escalation.
- When a number of young people are involved in a serious incident and staff are unable to de-escalate the situation to one of less immediate risk.
- When a student or students go missing from education and have not returned or been found in the appropriate time scale in line with the missing from education policy.

**Police involvement should be for emergency response only.**

## **12. Following an Incident**

Once a young person has regained control it is important that they are given an opportunity to talk about an incident and explore any underlying reasons for it - but not immediately. Care should be taken to find the right time to have such a conversation, for example after a period of rest. Consideration should also be given as to the best person to be involved and whether to use a staff member not involved at the time of the incident. Look energized and recognize positive behaviour displayed *e.g.: a young person calming down quicker than during a previous incident*. This communication will be recorded in the student's Living and Learning Plan.

Staff involved in an incident should have the opportunity to talk it through with their keyworker or other more senior colleague as soon as possible.

Every effort should be made to learn from any incident, both in relation to individual young people and in relation to the management of incidents generally. This will avoid future incidents.

## **13. Consequences**

Appropriate consequences are fundamental to establishing positive behaviour and clear and proportionate consequences are always necessary following an incident or for other reasons.

Consequences should be relevant and must not undermine a young person's self esteem. They should be appropriate to the age and developmental stage of the young person and should be implemented in a consistent way.

## 13.1 Appropriate Consequences

- Verbal reminders of code of conduct (not denigrating to young person or family).
- Restorative approaches to promote respect, responsibility, resolution and integration e.g. if a young person causes damage to help clear that damage or rectify that damage.
- Restorative approaches – in the form of understanding the effects the behaviour has had on others.
- Reparation for damage to property.
- Curtailment of activities.
- Increased supervision.
- “Loss of Trust” for specific reasons and with time limited periods.
- Coins that have been earned will not be taken away, but the negative behaviour could stop the students from spending them that week because they have acted unsafely and therefore need to regain trust before going out.
- Loss of privileges relevant to the individual and in agreement with staff.
- All consequences must always relate specifically to the incident in question.

## 13.2 Unacceptable Consequences

- Corporal punishment.
- Deprivation of food or drink.
- Requiring young person to wear distinctive or inappropriate clothing.
- Withholding of medication.
- Intentional deprivation of sleep.
- Imposition of fines (other than reparation for repairs).
- Long spells of exclusion and loss of learning opportunity.

**When a consequence is imposed it must be recorded in the student’s behaviour log as a negative consequence. Level of reparation should be agreed with the Operational Director.**



## **14. Incident Reporting**

Accurate and objective incident reporting is essential. It is important in order for questions to be answered about the incident at a later date if necessary. This is in order to maintain and provide good information to relevant sources and in order to compile information and understanding around any patterns of behaviour that are occurring. Incidents are recorded within the students Living and Learning Plan. Behaviour Management Plans and risk assessments are amended accordingly.

### **14.1 The General Procedure following an Incident**

For all incidents:

- As soon as possible after calm has been achieved, an Incident Form must be completed and include all staff involved. This must include a record of staff intervention to resolve the situation.
- Daily record sheets relating to the individual(s) must also be completed that day.
- Information for other staff should be shared at end of day staff meeting and Behaviour Plans amended.
- Parents/school should be notified by telephone and notification recorded in the daily communication log.
- The incident form, once completed by a member of staff, will be accessible to the Operational Director.
- Staff member to be offered a supportive discussion with the Operational Director, which will be recorded in brief in the supervision record.
- Any sickness as a consequence of the incident must be recorded in the staff's individual file under sickness monitoring procedures.
- The young person must be given the opportunity to discuss the incident at an appropriate time.
- Complete an accident form if appropriate.

## **14.2 Serious verbal altercations/objects thrown but without major threat**

- Proceed as above.

## **14.3 For incidents involving minor injury to staff, in addition to the general procedure**

- Staff member to obtain any necessary treatment.
- Staff member to be offered a supportive discussion with the Operational Director, which will be recorded in brief in the supervision record.

## **14.4 For incidents involving major injury to staff, in addition to the general procedure:**

- Inform next of kin.
- Ensure any necessary medical treatment is obtained within an appropriate timescale (immediately if necessary).
- Check if incident is RIDDOR reportable and if so contact the Health and Safety Department by telephone on the first working day and complete RIDDOR report form and send to Health and Safety Director, and Safety Officer within 24 hours.
- Notify the Operational Director /Director for the service on the first working day if the situation is contained and staffing available.
- Notify the Operational Director /DSL immediately if the situation is not contained and advice is needed.

## **14.5 For incidents involving minor or major injury to a young person**

- Inform whoever has Parental Responsibility.
- Proceed as for major injury to a staff member.

- Inform the Children's Rights Service and ensure the young person has access to them if required.
- Consider whether the incident should be managed under professional abuse procedures, in which case immediate advice should be obtained from the Operational Director /DSL. Advice should also be obtained from the Safeguarding Hub.
- If a young person makes a complaint, it should be reported in writing in accordance with the Complaints Policy and recorded in the complaint record.

#### **14.6 For incidents involving police call out, in addition to the general procedure**

- If away from the provision, the Operational Director r/safeguarding lead should be notified immediately. If out of hours, notify Director of Community Ed/ DSL on the first working day if the situation is contained.
- Operational Director and Director to be notified immediately of the situation, if the situation is not contained and advice is needed. If out of hours notify the on-call who can access the Operational Director and Director if deemed necessary.
- Notify YOT if appropriate when a young person is charged or cautioned.
- Manager to maintain a record of police callouts as part of the record of incidents for monitoring purposes.

#### **14.7 Director of Community Ed C.I.C Notification**

- The Director will be notified immediately by the Operational Director or senior person in the following circumstances:
- There is believed to be a possible immediate need to move a young person for safety reasons.
- A young person has been injured or hurt in any way and needs hospital treatment.

## **15. Multi-Agency Responsibility**

Whilst Community Ed staff and students will provide the immediate care of young people, other agencies play a significant role in promoting positive behaviour. Some agencies will be involved in specific aspects of behaviour management and it is important that consistent messages are given to young people from all agencies in relation to behaviour. Sources of input are:

### **15.1 Youth Offending Team**

- Management of court orders.
- Advice and input to prevent offending behaviour.
- Restorative justice work.

### **15.2 CAMHS**

- Community based advice and counselling services for emotional concerns.
- Hospital based assessment and input for high-risk cases and those with diagnosed mental illness.

### **15.3 Community Drugs Team/ Mathew Project**

- One to one or group work with young people involved in substance misuse. Provides advice for staff in relation to young people's alcohol and substance misuse.

### **15.4 Health**

- Local Authority health worker available to do health assessments and provide advice and information for young people about health needs and sources of support.

### **15.5 Sexual Health Workers**

- Direct advice and information for young people.
- Advice and support for staff in managing issues.
- Information about specialist sources of help.

## **15.6 Early Help or Providers of Positive Activities**

- Group work with young people.
- Activities with young people (initial multi-agency input will be identified during the pre/post placement-planning meeting).
- Staff and our Enrichment parent support adviser will work closely with Early Help to provide a joint approach supporting both the young person and the parents concerned.

## **15.7 Education Providers/ Schools**

- All services ensure good communication with schools and other educational providers to ensure consistency of messages to children and young people.
- School shares knowledge between school and home to promote positive behaviour.

### **Social worker**

Either the Social Worker or Child Care Worker/parent could refer a young person for additional support as necessary during a school placement. Good communication via telephone or face-to-face discussion is important to promote consistent working together and positive care for young people.

## **16. Management of Peer-on-Peer Abuse**

Community Ed specialise in supporting students that have social barriers affecting peer relationships that often result in negative behaviour. Therefore, Peer on Peer Abuse is taken seriously and all staff undertake staff training. The following induction to peer-on-peer abuse needs to be read in conjunction with the Services' Safeguarding and Child Protection Policy.

When we talk or hear about child abuse, it may be assumed that perpetrators will be adults. However, it is important to remember that children are also capable of abusing their peers, including in a school/AP setting.

Peer-on-Peer Abuse includes, but is not limited to, bullying (online and offline), gender-based violence, sexual assaults and sexting (this also includes up skirting). This must always be dealt with as a safeguarding issue and should never be passed off as "banter" or "just a bit of fun". The police should always be called if a child is in immediate danger or at serious risk of harm.

When making decisions about how to deal with allegations, leaders will take into consideration the age and understanding of the perpetrator, as well as any relevant personal circumstances and how this relates to his/her behaviour.

Leaders will also consider any disparity in age between the perpetrator and the victim, the impact the behaviour has had on the victim, and any element of coercion or violence. The views of the students and where appropriate, parents, should be taken into account.

Community Ed believes:

- That Peer-on-Peer Abuse is abuse and should never be tolerated;
- That by following the procedures in place to minimise the risk of Peer-on-Peer Abuse;
- We have information on how allegations of Peer-on-Peer Abuse will be investigated and dealt with.
- That staff can identify the different forms of peer-on-peer abuse and how victims of peer-on-peer abuse will be supported.
- That staff need to understand the risk of sexting and the approach to it (staff will be trained on all aspects of online safety)
- The different gender issues that can be prevalent when dealing with peer-on-peer abuse.

All of the above forms part of Community Ed core training and is updated annually. All allegations of Peer-on-Peer Abuse will be recorded by completing an incident report (details in 14.1). The tab peer on peer will be ticked leading to an email being sent to the safeguarding lead. The Safeguarding Lead will investigate and open a safeguarding file if considered appropriate to do so.

As with bullying in general, the major problem is that peer-on-peer abuse often happens while teachers are not present, or within earshot. There are additional difficulties where the abuse occurs online. Evidence also suggests that some young people and their peers see sexual harassment and assaults as 'just normal'. Our provisions challenge this within and outside the curriculum. Staff training includes recognising peer-on-peer abuse and spells out to staff the seriousness of the issue. Community Eds PSHE programme includes the issue of consent as well as making sure that boys in particular understand the legal consequences that may follow from 'just messing about.'

Community Ed has up to date information around the provisions including all forms of bullying behaviour including peer-on-peer abuse, how to identify it, and how to seek help.

## **Sexual violence and sexual harassment**

### **Managing the disclosure**

**It is essential that victims are reassured that they are being taken seriously and that they will be supported and kept safe.**

- Not promising confidentiality at this initial stage, as it is very likely a concern will have to be shared further.
- Listening carefully to the child, being non-judgmental, being clear about boundaries and how the disclosure will be progressed.
- Only recording the facts as the child presents them.
- Informing the designated safeguarding lead, or deputy, as soon as practically possible.

### **Confidentiality**

Staff taking a disclosure should never promise confidentiality. The victim may ask the staff not to tell anyone about the sexual violence or sexual harassment. The designated safeguarding lead, or a deputy, should consider the following:

- Parents or carers should normally be informed unless this would put the victim at greater risk.
- The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger or has been harmed then a referral should be made to children's social care.
- Rape, assault by penetration and sexual assaults are crimes. The starting point is that reports should be passed immediately to the police.

Ultimately, the designated safeguarding lead or a deputy will have to balance the child or young person's wishes against their duty to protect them and other children.

### **Anonymity**

Where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system, staff will be aware of anonymity, witness support and the criminal process in general, so they can offer support and act appropriately. Information is available from [CPS: Safeguarding children as victims and witnesses](#).

## **Risk Assessment**

When there has been a report of sexual violence, the Designated Safeguarding Lead or a Deputy should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis.

The risk and needs assessment should consider the:

- victim
- alleged perpetrator
- both other children and, if appropriate, staff

Risk assessments will be recorded, either written or electronically, and should be kept under review. The Designated Safeguarding Lead or a Deputy will ensure they are engaging with children's social care and specialist services as required. Where there has been a report of sexual violence it is likely that professional risk assessments by social workers and/or sexual violence specialists will be required.

Ultimately, we are aware that our provision has a duty to protect our students and because the impact may be every bit as serious, allegations of Peer Abuse will be as taken as seriously as allegations of abuse perpetrated by an adult.



## **Appendices 1-4**

### **Appendix 1: Positive reinforcement Approach**

Community Ed is committed to provide the highest level of support. We have adopted a positive reinforcement approach to support our young people and this forms the core of our provision's ethos. This approach promotes a positive environment where children/young people are recognised and rewarded for successful behaviour.

#### **NOT A SOFT OPTION**

This approach is not an easy or soft option for students. Its messages are clear and strict to ensure that the young person understands that they will be recognised for their personality and all the wonderful qualities they possess. They will grow to understand that by keeping to the rules they will be constantly rewarded; however, there will be no attention/relationship/energy for poor behaviour or challenges to authority. You will refuse to be dragged into any form of confrontation or conflict.

#### **OUR GOAL IS SELF REGULATION**

The approach consists of a set of strategies with the goal of creating self-regulation in individual students. A positive reinforcement approach focuses on transforming the way children perceive themselves, their parents/carers/support workers etc. and the world around them. Students learn to understand that they will receive endless amounts of praise, energy, recognition and reward through the positive behaviour they display, and this supports children to build a positive portfolio of themselves. A positive reinforcement approach empowers parents/carers/ support workers etc. with the tools to put in place in order to create these environments, and impact on relationships with parents, teachers and peers.

#### **EASY TO FOLLOW RULES**

We replace a child's negative portfolio of experiences with a positive one by delivering a flow of constant examples of how they are being successful and making good decisions, use of the code of conduct is there to support this. A positive reinforcement approach is essentially made up of three strands;

### **Absolutely YES!**

**I will relentlessly and strategically pull the child into new patterns of success. I will constantly recognise the success and achievement that children are displaying no matter how small and present them with clear undeniable evidence that they are valued, good, honest individuals that can progress and meet their full potential.**

### **Absolutely No!**

**I refuse to give my time, energy and relationship to negative behaviour. I will not accidentally foster failure nor will I reward problems by responding to them in animated ways. I will save my time and energy for searching for success.**

### **Absolute CLARITY!**

**I will have clear and consistent consequences for students when a rule has been broken. “Here are the rules, and here’s what happens when you break a rule.” I will not give energy to failures (broken rules) and I will give the consequence in a neutral manner and quickly move on to identify more success.**

A positive reinforcement approach believes that by relentlessly following these three strands, we can create transformation in young people. Transformation creates self-regulation in individual students because they have received plenty of crystal-clear evidence that they have the ability to make successful choices and how these decisions are recognised and rewarded by the adults who matter most in their lives.

### **WHY a positive reinforcement approach is different?**

- We believe this approach is different because:
- Its theory is universally understandable and can be implemented by parents and professionals.
- The concepts fit snugly with parents/ professionals wishes to identify success and ability in their children.
- It can be adapted to all age ranges and complexities of children.
- It provides schools/APs and local authorities with a consistent approach that is easy to manage and appraise.
- It produces long term success for children and families, which reduce the cost of intervention of additional services.

## Appendix 2: Restorative Approaches

*'An approach to challenging behaviour, which puts repairing harm done to relationships and people, over and above the need for assigning blame and dispensing punishment'* (Wright, 1999).

A Restorative Approach is one which;

- Focuses on harm that has been done and how it can be repaired.
- Uses the conflict to reveal feelings and needs.
- Discusses these feelings, recognises and responds to ensure conflict is less likely to happen again.

More simply a Restorative approach involves asking;

- What happened?
- What were people thinking and feeling at the time?
- Who has been affected and how?
- How can we put right the harm?
- What have we learnt so as to make different choices next time?

If a Restorative approach is used there is more opportunity to 'Reflect and Repair' and is more likely to;

- Uncover/ acknowledge feelings and thinking.
- Encourage dialogue.
- Encourage problem solving.
- Encourage responsibility and understanding of others needs.
- Encourage reparation.
- Restore relationships.

Norfolk County Council Children's Services firmly believes that restorative approaches provide us with the foundation to build, maintain and repair relationships positively with families, communities, staff and partners. By working together **with** people, in equal measures of high support and high control, we can achieve our aim to develop responsibility and ownership, and from that, sustainable families and sustainable communities.

The outcomes that have been experienced as a consequence of restorative activity in the county have prompted Norfolk County Council to announce their commitment to becoming a restorative authority. These outcomes include:

- Reduction in Looked After Children in the Youth Justice System by 52%.
- 19% reduction in Police callouts to Residential Homes.
- Reduction in school exclusions.

- Improved school attendance rates.
- Improved school attainment.
- Reduction in persistent absentees.
- Improved victim satisfaction rates.
- Reduction in crime and anti-social behaviour.
- Empowered communities.
- Reduction in first-time entrants to the youth justice system.

## **Working restoratively**

In Norfolk we believe that restorative approaches work by building relationships, maintaining relationships and repairing relationships when harm has been caused.

Restorative approaches support emotional and social development and literacy and equip people with problem solving skills and the ability to manage conflict when it occurs.

Restorative approaches help build respect, responsibility, resolution and reintegration.

Many people will behave and work in a restorative way without recognising it. This is because restorative principles underpin a variety of different practice models and techniques.

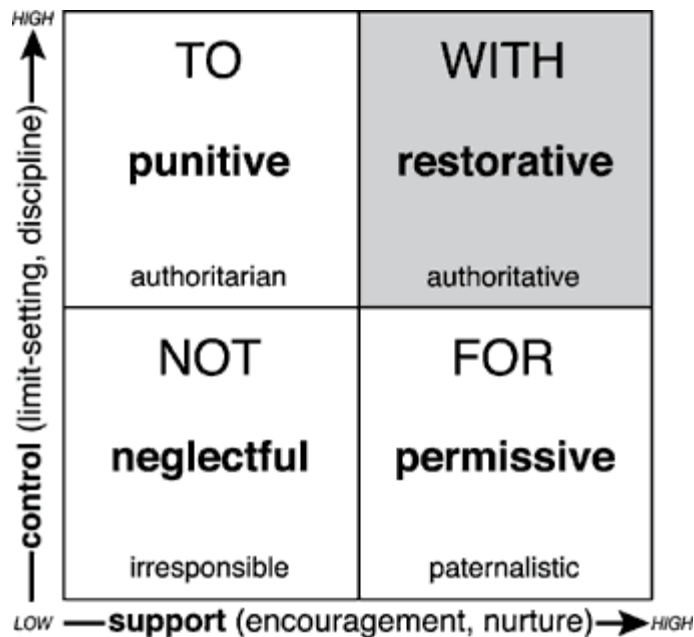
The principles are:

- Respect.
- Responsibility.
- Reflection.
- Working 'with.'
- Giving everyone involved an equal voice.
- Fair and consistent process.
- Honesty.
- Inclusion.
- Empowerment.
- Clear bottom line.

Community Ed and Norfolk County Council aims to support staff to develop their skills and understanding so that every child, young person and family have the opportunity to access restorative approaches and are treated fairly and consistently.

The diagram below is called The Social Discipline Window. It enables people to reflect on how they interact with others.

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3 Greyfriars Way, Great Yarmouth, NR30 2QE  
Company No. 12400370



These are examples of what each box might look like in practice:

**Punitive:** If you are ‘doing to’ someone, there is a high amount of control and little support. This could be a decision made about an individual or family; school exclusion or a prison sentence for example.

**Neglectful:** If you are not doing anything, there is a low amount of control and a low level of support. This could be a case that has been open for a long time without activity or ignoring behaviours or signs that require intervention.

**Permissive:** If you are doing things ‘for’ other people, there is a high level of support and a low amount of control. You are taking full responsibility for activity or change.

**Restorative:** If you are working with people, there is a high level of support and a high level of control. You have a clear bottom line about what you can and can’t do, and everyone involved e.g., all members of the team / the child and family have an equal voice. For example, a team meeting held to discuss a problem – everyone in the team has an equal voice and a role in deciding how to move forward. This could also be a family plan, which ensures the family has equal voice in what works for them, and then supported for them to implement the plan themselves.

Working restoratively is the optimum method for empowerment, engagement and positive results. In reality, we will operate in all of the boxes at different times

and for different reasons. It is crucial to be able to identify which box you are working in and why you are working in that box.

### **Restorative approaches self-assessment**

The restorative approaches self-assessment tool provides a mechanism for organisations/teams to show evidence of their current level of use of restorative approaches against the standards and to create a plan for development and evaluate the impact of their work. The self-assessment will review how restorative approaches are used internally within an organisation or team as well as with service users.

The self-assessment will provide us with a consistent, usable implementation tool that ensures that wherever a Norfolk child is worked with, they are treated restoratively and that there is a commitment to embed restorative principles throughout all aspects of work.

<https://online.norfolk.gov.uk/restorativeassessment>

## Appendix 3 - Norfolk Steps

The *Norfolk Steps* Team provides training and consultancy to schools/APs and services to support and manage complex or challenging behaviour. Our specialist team has extensive SEN and Inclusion experience and an established reputation for providing inspirational training and knowledgeable, supportive consultancy.

*Norfolk Steps* is the central hub of expertise for all aspects of physical intervention, restrictive physical intervention and restraint.

*Norfolk Steps* is committed to restorative approaches and the Norfolk Inclusion Statement.

Current client base includes all education phases (including special schools), Early Years, FE colleges, Children with Disabilities Team, Health Trusts, and private sector services including Break and Scope. Training is also commissioned for parents and foster carers.

### Norfolk Steps training

**'Step On' provides a sound foundation for staff in the following principles.**

- promoting positive behaviours
- understanding behaviour
- de-escalation through scripts, positive phrasing and planning
- inclusion and management of children with harmful behaviour
- individual child risk management
- legal defence
- staff confidence
- restorative practices

'Step Up' provides training on elements of restrictive physical intervention and personal safety. This training can only be provided within services where staff have already completed Step On training and are still within certification.

Step Up training is only delivered where there is an audited need with an individual young person. **All staff will be trained in Step ON and Step UP across Community Ed but the use of restrictive physical intervention can only be used as a very last resort.**

## Appendix 4

### Action following a report of sexual violence and/or sexual harassment

The Designated Safeguarding Lead or Deputy is likely to have a complete safeguarding picture and be the most appropriate person to decide on the initial response. In all cases, Community Ed will follow general safeguarding principles outlined in Keeping Children safe in Education 2021. Important considerations will include:

- The wishes of the victim in terms of how they want to proceed. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered;
- the nature of the alleged incident(s), including might a crime have been committed and consideration of harmful sexual behaviour;
- the ages of the children involved;
- the developmental stages of the children involved;
- any power imbalance between the children, for example if the alleged perpetrator is significantly older;
- if the alleged incident is an isolated incident or a sustained pattern of abuse.

Students will be educated on the meaning and consequences of sexual violence and harassment. This will form part of the curriculum along with information around informing student on how to report issues or gain help.

The starting point regarding any report will always be that sexual violence and sexual harassment are not acceptable and will not be tolerated.

Please refer to:

- Whole School Safeguarding Policy
- Education Services Anti-Bullying Policy