

## Behaviour Support Policy

Approved: 22 May 2019

Reviewed: 1 September 2024

Review due: 1 September 2025

### Purpose

YMCA East Surrey ensures, so far as reasonably practicable, to adopt a consistent and positive approach to supporting children's and young people's behaviour. This policy outlines how Children and Young People Services staff will take responsibility to support children and young people to manage their behaviour, manage any behaviour which may challenge fairly, implementing behaviour support strategies where appropriate and manage persistent behaviour which challenges.

### Responsibilities and monitoring

Monitor: Head of Children & Young People Services

Approve: Board of Management

Endorse: Children & Young People Advisory Group

Propose: CEO

Draft and review: CYP Quality and Insights Manager

### Policy and procedure

#### YMCA responsibilities

Overall and final responsibility for behaviour support within YMCA East Surrey is that of the Chair of the Board.

However, during delivery of YMCAES CYP Services, staff must be aware of their individual responsibilities in managing behavior which may challenge. Furthermore, staff must recognize their own professional limits when dealing with challenging behaviour, and acknowledge when an alternative professional response (e.g., police) is required.

How teams support behaviour which challenges will vary across the different CYP settings, but all settings will understand their responsibilities of dealing children and young people who have emotionally charged behaviour. Furthermore, while it is important to be fair and consistent, we recognise that some children and young people face additional challenges which can impact their behaviour, for example those with Additional Needs and Disabilities (AND). In this case the YMCA will decide what reasonable adjustments are needed as to how the behaviour management policy is applied.

YMCA East Surrey recognises that children and young people are learning to deal with a range of emotions and feelings. Staff acknowledge this and work with the children and young people to find a positive solution for behaviour management. Therefore, when dealing with behaviour which challenges, staff use consistent:

- ▶ Language
- ▶ Positive reinforcement
- ▶ Consequences
- ▶ Rules
- ▶ Agreements

## ► Expectations

Every child and young person has the right to be treated fairly in all circumstances, therefore, where appropriate, staff consult with the children and young people about rules, which helps children understand the effects of their behaviour on themselves and others, challenges bullying, encourages responsibility and turn taking.

Staff support children to develop a sense of caring and respect for one another, and support them to build caring and cooperative relationships with other children and adults by:

- Ensuring that they promote acceptable behaviour and respect for others
- Ensuring that unacceptable behaviour, such as bullying or name calling will be dealt with consistently
- Reinforcing and praising good behaviour
- Ensuring that activities are varied, well planned and structured, so that children are not easily bored or distracted

Children will always be given the opportunity to make amends for their behaviour and, unless it is judged inappropriate, be able to re-join the activity. No child or young person should be publicly disciplined but should be removed from the group and talked to away from other service users.

## **Training**

All CYP Services staff receive annual behaviour management training, ensuring they have the full understanding and acknowledgement of their role in managing behaviour which challenges, along with behaviour management and support tools and techniques.

## **Types of behaviour which may challenge**

There are varying levels of incidents of behaviour which challenges that may be seen within YMCA CYP Services settings:

- Disengaged behaviour may indicate that a child or young person is bored, unsettled or unhappy. With sensitive interventions, staff will often be able to re-engage a child in purposeful activity.
- Disruptive behaviour describes a child or young person whose behaviour prevents other children from enjoying themselves. Staff will collectively discuss incidents and agree on the best way to deal with them, and detail this in a Behaviour Management Strategy Plan.
- Unacceptable behaviour refers to non-negotiable actions and may include discriminatory remarks, violence, bullying or destruction of equipment. Staff will be clear on consequences which will follow on from such behaviour (detailed in the child / young person's Behaviour Management Plan), including in the first instance, temporarily removing a child or young person from the activity session.

## **Severity levels of incidents of behaviour which challenge**

- Level One - Minor incidents: e.g., name calling, disrespecting equipment, incorporation, etc.
- Level Two - Minor incidents: e.g., reoccurrences of above behaviours which have been dealt with, but child not responded to, etc.
- Level Three - Serious incidents: e.g., physical abuse of another child/adult, using discriminatory language or behaviour, compromising safety of others, etc.

## **Behaviour management and support strategies**

Each CYP Services setting will apply appropriate behaviour management and support strategies to ensure the safety and well-being of the child, other children and young people and members of staff, depending on the severity of the incident and/or behaviour.

Behaviour management at YMCA East Surrey is structured around the following principles:

- ▶ Positive behaviour will be reinforced with praise and encouragement
- ▶ Negative behaviour will be challenged in a calm, but assertive manner

In the first instances of behaviour which challenges, staff where appropriate and dependent on the overall wellbeing of the child / young person, and other children and young people, will:

- ▶ Not ignore the behaviour
- ▶ Not confront poor behaviour with anger
- ▶ Re-direct children's energies by offering them alternative and positive options
- ▶ Withdraw other children or adults from the situation
- ▶ Remove any equipment/ furniture that may cause injury to themselves or others
- ▶ State the behaviour that was observed, and it was unacceptable
- ▶ Explain to the child what the consequences of their actions is

When a child / young person attending a setting displays reoccurring behaviour which challenges, the staff teams refer to the Behaviour Procedure (Appendix 1) which highlights the steps to be taken and our overall ethos of encouraging and reinforcing positive behaviour.

After reoccurring incidents of behaviour which challenges, the CYP Services teams complete individual Behaviour Plans and associated risk assessments for the child / young person (Appendix 2). Within this document detailed person-centred scenarios and behaviour management strategies are listed, with descriptions of the behaviour and associated risks – all of which are discussed at both team and parent/carer meetings.

Parent/carers will be informed of any incidents and subsequent action plans formulated by the team in response to their child / young person's behaviour.

### **Serious incidents and/or persistent behaviour which challenges**

If an incident of behaviour which challenges is deemed serious (Level 3), and/or behaviour which challenges persists, the following actions may have to be taken:

1. Meetings with parent/carers, and if appropriate the child / young person
2. Cautions
3. Cooling off periods (i.e., temporary exclusion)
4. Full permanent exclusion

A record of all conversations and actions taken will be saved on MyConcern safeguarding system.

### **1. Meetings with parent/carers**

Staff will aim to discuss incidents and concerns with parents/carers privately at the earliest possible opportunity to help identify the causes of behaviour which challenges and share strategies for dealing with it. If appropriate, the child or young person will be invited to attend.

## **2. Cautions**

The child / young person will be given a caution about their behaviour, which is a formal warning that aims to carry a deterrent effect and reduce the likelihood of behaviour which challenges continuing.

The caution will either be:

- ▶ Simple caution – the child / young person is warned that their behaviour is unacceptable, and if it continues, more serious steps will have to be taken
- ▶ Conditional caution – with specific conditions attached to the caution, which will have finite duration of time

## **3. Cooling off periods**

A cooling off period is a finite duration of time where a child or young person will not attend a CYP Services setting. This provides YMCA East Surrey with the opportunity to plan with the parent/carers and other professionals for re-integration into the setting. At this stage any risk assessments and Behaviour Management Plans which are in place will be reviewed.

## **4. Full exclusion**

YMCA East Surrey is a fully inclusive setting, however there are times when full exclusion is the right course of action, once all other options have been exhausted. YMCA East Surrey will work with the parent/carers, and relevant professional bodies (such as health, social care and education) to put in place support for the child or young person outside of the YMCA's settings.

### **The use of physical intervention**

YMCA CYP Services believe that under no circumstances must physical punishment be used.

Before reaching the stage where the use of physical intervention to manage behaviour which may challenge arises, staff will have used all possible non-physical actions, such as dialogue and diversion, to deal with the behaviour.

If physical intervention may be required, then the child will be verbally warned that physical intervention will be used if they do not cease their unacceptable behaviour.

Staff will use restrictive physical interventions only as a last resort and only then if they have reasonable grounds for believing that immediate action is necessary to prevent a child from significantly injuring themselves or others or to prevent serious damage to property (see Appendix 4).

### **Recording behaviour management**

After any intervention and management of behaviour which challenges, the actions taken by staff, and details of the incident itself, must be accurately recorded on YMCA East Surrey's MyConcern Accident and Incident Reporting Software (see Accident and Safeguarding policies).

### **Training**

Staff are made aware during their behaviour management training that only the minimum force necessary to prevent injury or damage should be applied. For example, diverting a child by leading them away by a hand or by an arm around their shoulders, never

grabbing a child by the wrist. Staff should aim for side-to-side contact with the child / young person and ensure there is no restriction to the child's ability to breathe.

YMCA East Surrey also offers additional non-physical intervention training for staff who require additional training to manage behaviours which may challenge (see Appendix 3).

**YMCA East Surrey's Behaviour Support Co-ordinator is:**

Childcare and Children's Activity Manager

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**Appendix 1**

**Behaviour Procedure**

### **How do we manage behaviour at YMCA CYP settings?**

We promote positive behaviour using positive reinforcement. This is done by using a mixture of positive language and encouragement, communication with parents and rewards.

At some settings, we use a 'star sheet' to monitor and track positive behaviour. Each child has their own sheet consisting of 6 stars. When the sheet is full, they receive a prize from our star box. Prizes are chosen based on children's current interests and requests. They will receive a star on their sheet for any form of positive behaviour. Examples include:

- Being kind to their friends
- Being helpful
- Sitting nicely on the bus
- Being polite
- Sharing the toys

Staff are encouraged to reward what is positive behaviour for the individual child. For example, a child who may sometime get angry but has tried really hard not to on that day would receive a star.

Alongside this, we have our 'star of the day'. There is a star of the day in each group. The star of the day receives a certificate and a star on their sheet.

We also operate a point system. Throughout the day, children are awarded 'positive behaviour points'. These are tallied up at the end of the day and the top scorer of the points will receive 'star of the day' and a prize from the prize box.

### **What do you do for the children and young people who struggle to show positive behaviour?**

At some settings we use support plans that are personally tailored to the child. We use the feedback of staff, parents and the child themselves to create these. We focus on their hobbies, interests and passions to create a unique plan for the individual child. The plans also highlight potential behaviour triggers and how these can be avoided. We ask our parents to sign off on their child's plan, ensuring we are all working together for the best interest of the child.

### **Dealing with Behaviour deemed as Level 2 or Level 3**

With all behaviour that is categorised as being Level 2 or Level 3 a MyConcern record is filled in by the member of staff who witnessed or dealt with this. This is then viewed and signed by both the child's parents and the Scheme coordinator. If the incident is deemed serious enough or the number of MyConcern entries is deemed to the level that the coordinator feels is not acceptable, a meeting will then be arranged with parents to discuss further steps and how we can work together to ensure that the child's time in the setting is positive. This will include ensuring that there is a behaviour support plan in place, and this is relevant and appropriate. If despite this meeting and the actions being carried out incidents are still occurring, there will be further discussion as to next steps and the best thing for the child or young person as well others within the setting. This may include supporting the parent to access other YMCA services or suitable external provision.



**Appendix 2**

**Staff Behaviour Support Plan**

What are the child's or young person's potential triggers?	What is the behaviour that may be shown?	How can we prevent the behaviour occurring?	What behaviour would we like to see instead for the child?	What can we do if the behaviour is shown?



### **Appendix 3**

#### **Use of MAPA (Management of Actual or Potential Aggression)**

If physical intervention is required to manage behaviour, staff will ensure that the use of any restrictive physical intervention is used as an act of care and control, and never punishment. Restrictive physical interventions will not be used purely to force a child or young person to do what they have been told and when there is no immediate risk to people or property.

Throughout the use of physical intervention, a dialogue will be maintained with the child at all times, so that the member of staff can explain what they are doing and why they are doing it. Staff will make every effort to avoid the use of physical interventions if they are alone with the child.

The force of the restrictive physical intervention will be always appropriate to the age, size and strength of the child or children involved. As soon as it is safe, the restrictive physical intervention should be gradually relaxed to allow the child or children to regain self-control.

If a member of staff is not confident about their ability to contain a particular situation or type of behaviour, consideration will be given to calling the Manager or, in extreme cases, the police.

#### **When physical intervention has been used**

Where a member of staff has had to intervene with any use of restrictive physical intervention to restrain a child or young person, the Manager will be notified, and the incident recorded on MyConcern within 24 hours. Then a countersignature will be required by a member of staff who was present when the intervention took place. The incident will be discussed with the parent/guardian at the earliest possible opportunity and a copy of the MyConcern given to the parent/guardian if requested.

Staff should be encouraged to complete a reflective exercise with their line manager and should be given support when required.

Information recorded should be used to review the child's Behaviour Management Plan and associated risk assessment, so the risk of needing to use restrictive physical intervention is reduced.

This appendix must be read in conjunction with Surrey County Council Guidelines on Behaviour Management and Touch, and the use of restrictive physical interventions, section 550A of the Education Act 1996 and YMCA East Surrey's Safeguarding children policy, see also: Department for Education - *Use of reasonable force Advice for headteachers, staff and governing bodies July 2013*

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

## Appendix 4 Understanding the risks of physical restraints

Risks of Restraint: Warning signs and correction actions

	Warning Signs	Corrective Actions
<b>A</b>	<ul style="list-style-type: none"> <li>• Shouts and swears at staff to 'Let go.'</li> <li>• Attempts to struggle free and/or injure self or others.</li> <li>• Is hostile and aggressive to self or others.</li> </ul>	<p>Treat as <b>IMPORTANT</b>.</p> <p>Manage the prevailing risk and follow the <i>Opt-Out Sequence</i><sup>SM</sup>. Consider letting go as soon as possible, or reduce the level of restriction and/or change the position of the person.</p>
<b>B</b>	<ul style="list-style-type: none"> <li>• Complains of difficulty breathing.</li> <li>• Complains of feeling sick and/or vomits.</li> <li>• Voids bladder and/or bowels.</li> <li>• Complains of pain or discomfort.</li> <li>• Limbs positioned awkwardly; not moving within normal range of motion; and/or sounds of crepitus.</li> <li>• Becomes distressed and/or cries.</li> <li>• Continually struggles; becomes increasingly hot/flushed/sweaty.</li> </ul>	<p>Treat as <b>URGENT</b>.</p> <p>Immediately assess level of restriction and check to ensure you are not impeding or restricting breathing.</p> <p>Check movement of limbs and signs of fracture/ dislocation.</p> <p>Follow the <i>Opt-Out Sequence</i><sup>SM</sup> and consider letting go as soon as possible; reduce the level of restriction; and/or change the position of the person so they are seated upright, reclined (recumbent), or in a position that is not impeding or restricting breathing.</p> <p>Encourage person to relax and to take sips of a cold drink—assess hydration needs.</p> <p>Call for help—an independent person not involved in the physical restraint is often best to assess what is happening and what action needs to be taken.</p> <p>Refer person to medical practitioner as soon as possible for further assessment.</p>
<b>C</b>	<ul style="list-style-type: none"> <li>• Unresponsive to requests or instructions.</li> <li>• Loss of or reduced consciousness.</li> <li>• Abruptly/unexpectedly stops struggling or suddenly calms down.</li> <li>• Sudden change in breathing pattern.</li> <li>• Has a seizure of epileptic or non-epileptic origin.</li> <li>• Blueness of lips/fingernails/ear lobes (cyanosis).</li> <li>• Tiny pinpoint red dots/bruises (called petechia) on the skin, particularly on the upper chest, neck, face, and around the eyes.</li> </ul>	<p>Treat as a <b>MEDICAL EMERGENCY</b>.</p> <p>The term <b>Medical Emergency</b><sup>1</sup> should be used as a verbal prompt for staff to stop the restraint immediately and:</p> <ul style="list-style-type: none"> <li>• Call for emergency medical assistance.</li> <li>• Follow the basic life support (BLS) algorithm as outlined in national and international resuscitation guidelines.</li> </ul>

<sup>1</sup>At any time, if any staff member is concerned about the individual's welfare and safety, they should clearly state 'medical emergency'. The term 'medical emergency' is an instruction for everyone involved in the restraint to immediately let go of the individual and begin the necessary emergency aid.